

**HISTORICAL  
EDUCATIONAL PAPERS  
AND  
DOCUMENTS  
OF  
ONTARIO**

**1842-1861**





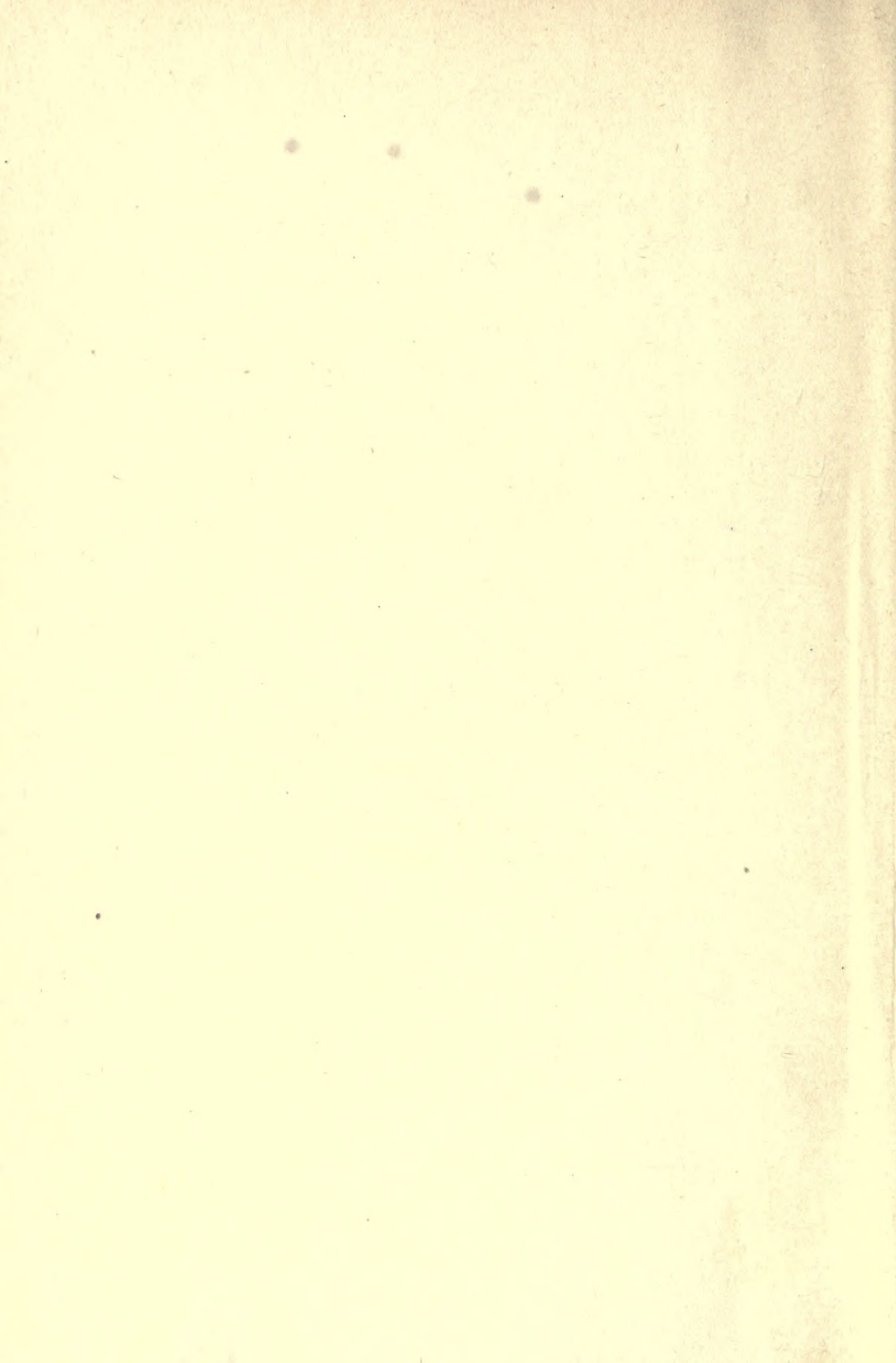


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# Historical and Other Papers and Documents

ILLUSTRATIVE OF THE

**Educational System of Ontario, 1842-1861,**

FORMING AN APPENDIX TO THE ANNUAL REPORT OF THE  
MINISTER OF EDUCATION.

BY

**J. GEORGE HODGINS, I.S.O., M.A., LL.D., F.R.C.S.**

OF OSGOODE HALL, BARRISTER-AT-LAW, EX-DEPUTY MINISTER OF EDUCATION;  
HISTORIOGRAPHER TO THE EDUCATION DEPARTMENT OF ONTARIO.

**VOLUME V.**

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## PREFATORY NOTE.

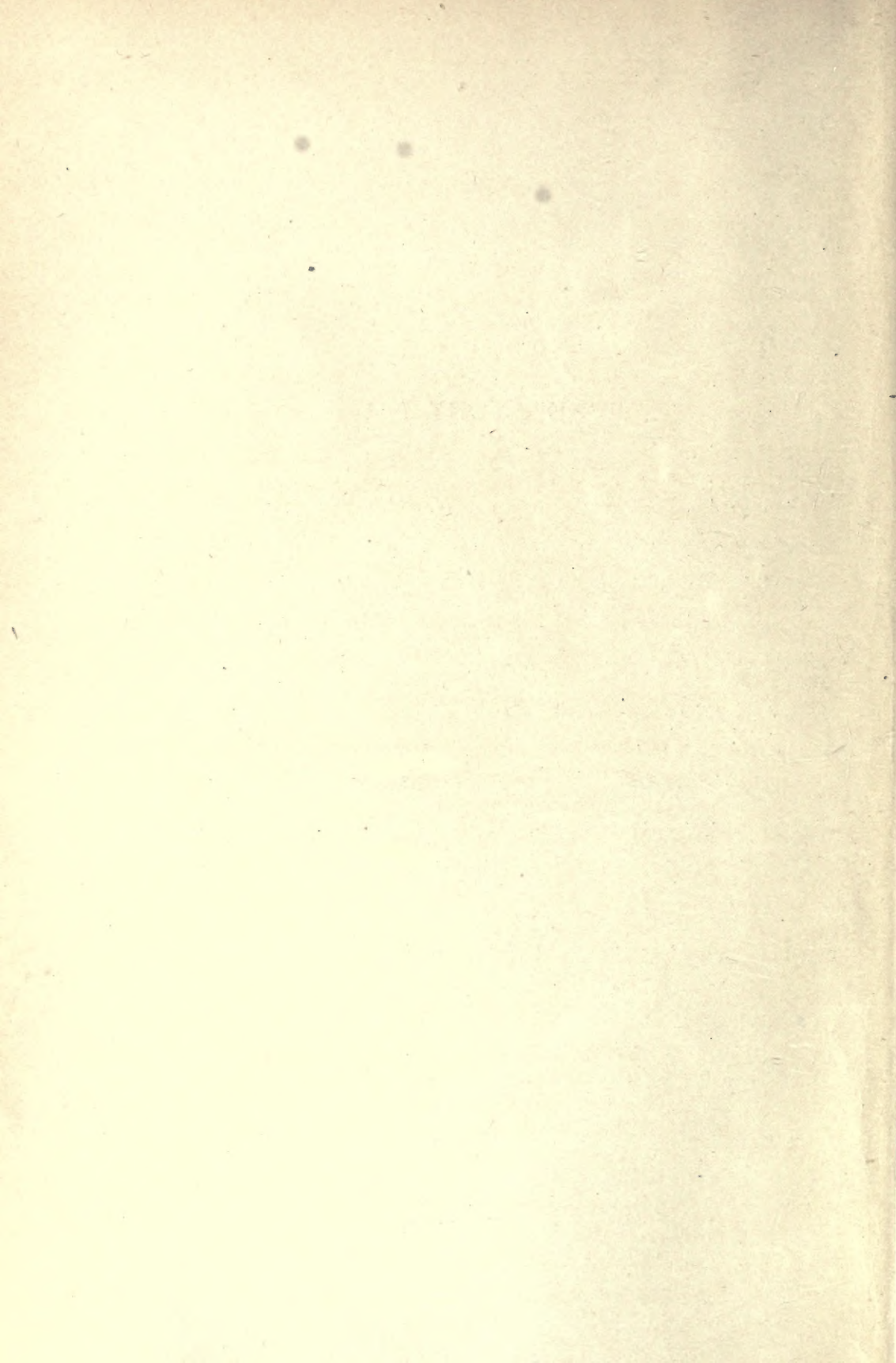
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This Volume contains quite a number of the Reverend Doctor Ryerson's Annual Reports. They are remarkable for their full and varied information on the Educational Events of the year to which they refer. They are at the same time admirably condensed so that the reader can see at a glance what were the chief events which they narrate.

Of the thirty-two Annual Reports which narrate the principal events of Doctor Ryerson's Administration sixteen are inserted in this Volume. The remaining sixteen will be inserted in Volume Six of this series. They will well repay perusal, for they cover the whole period during which Doctor Ryerson occupied the position of Chief Superintendent of Education in Upper Canada.

J. GEORGE HODGINS.

TORONTO, December, 1911.      *Historiographer of the Education Department.*





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# Historical and Other Papers and Documents

## ILLUSTRATIVE OF THE EDUCATIONAL SYSTEM OF ONTARIO.

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### ANNUAL REPORTS OF THE CHIEF SUPERINTENDENT OF EDUCATION TO THE GOVERNOR-GENERAL, 1842-1861.

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#### ANNUAL REPORT OF THE ASSISTANT SUPERINTENDENT OF EDUCATION ON THE COMMON SCHOOLS IN UPPER CANADA, 1842.

MAY IT PLEASE YOUR EXCELLENCY,

I have the honour to submit to Your Excellency the annual Report on the actual state and condition of the Common Schools throughout Canada West, for the year 1842, as required by the Common School Act, 4th and 5th Victoria, Chapter 18.

Immediately upon issuing the Commission appointing a Superintendent of Education and two Assistants for Upper Canada, the apportionment of the Common School Fund was made. This apportionment was required to be made according to the then last Census of the Province, but as the Census of one Province was made in 1831 and the other in 1841, it was proposed to divide the £50,000 granted by the Legislature for the year 1842 between the two sections of the Province, in the proportion of three to two. This proposal having been acceded to by the Executive Government, £30,000 was set off for Canada East and the remaining £20,000 for Canada West.

This preliminary arrangement being completed, the £20,000 for Canada West was apportioned amongst the several Municipal Districts therein, and the City of Toronto, in proportion to the inhabitants in each under sixteen years of age.

The apportionment of the Common School fund amongst the several Municipal Districts and the City of Toronto, having been notified, and the result intimated to their respective Treasurers, at the same time a certified copy of the apportionment was sent to the Receiver-General.

The next thing to be done was the preparation of suitable forms of the several reports as required by the Statute. 1st. For the Quarterly Reports by the Visiting Commissioners to the Township Commissioners. 2nd. By the Township Commissioners to the District Council. By the District Council to the Chief Superintendent. These several forms were completed and sent to the District Clerks for distribution in June, 1842.

When engaged in the preparation of these forms, it was observed that the time appointed by the law for giving in the Annual Reports of the Township Commissioners to the Municipal Councils was after the several Councils, in November, 1842, would have finished their sittings, and therefore, without departing from the time mentioned in the Act for these reports, there would not have been a report from any District in Canada West for 1842, unless a special meeting of the Council had been called for that particular purpose.

With the view of securing full reports for the whole of the first year under the new School Bill, the several periods for giving in the reports were changed, so that the whole operations in 1842 might be reported by the Councils in February, 1843, to the Provincial Superintendent.

Having notified the apportionment of the Common School fund to the several Treasurers, and having forwarded the forms of reports to the District Clerks for distribution among the Commissioners in their respective Townships, the next duty required by the Provincial Superintendent by the Statute was the annual Visitation of the several Municipal Districts. This duty became the more necessary to receive early attention, as it appeared from the correspondence with the Education Office that there was in general great ignorance among Common School Commissioners and Teachers regarding the provisions of the School Bill.

It was, therefore, decided to intimate to the several District Clerks the time when their District would be visited, and request them to inform the Teachers of the intended visit, and to urge their attendance in the District Town, at the appointed time, and with them at least one School Commissioner from each Township. The most prominent points which presented themselves, as deserving special attention of these meetings, were:—

*First.*—To explain to Teachers and Common School Commissioners whatever difficulties they might have met in the School Bill, either as interesting themselves personally, or that might tend to encourage them to carry the Bill, so far as practicable, into full and efficient operation. With this view the Commissioners and Teachers, and all present at these meetings, were invited to put such questions as they thought proper, in order to elicit the information they required. These explanations appeared, in general, to be pleasing to the District Meetings, and their approbation was frequently shown in the most unequivocal and gratifying manner. Many of the District Meetings were attended by the Warden and some of the Councillors, who kindly assisted in eliciting information, and in explaining the provisions of the School Act, and showed that they had the subject deeply at heart.

*Second.*—To ascertain the Text Books which were recommended by the Commissioners in each Township to be used in the Schools under their charge, as directed by the School Act. The Teachers were left to name their own, or rather to teach such books as the Parents chose to send. In several instances it has been stated by Teachers in the Public District Meetings that there were only two or three old tattered fragments of Text Books in their Schools, considered as common property, and used by all in attendance, the Parents refusing to purchase Books, from the conviction that the School Act provided for the supply of School Books by assessment on the Townships. Where the Commissioners have named the books, it is generally found that the Teachers are not obliged to use no other books, these being recommended only in so far as practicable, which is generally interpreted by the people to mean, so far as they are obliged to purchase new books, which is rarely the case while they have any old books on hand. From these circumstances Teachers seldom have the power of forming their pupils into classes in any part of their studies, and therefore cannot excite that emulation which is so necessary in carrying forward the education of youth. Besides, many of the books in use were both old and antiquated, and ill comported with the improvements of the nineteenth century. In a few instances the Commissioners have employed the Teachers in the Townships, as a body, to submit to them a list of the books which they would recommend in the several departments of an English education. These lists have, in general, been as judicious as the present means of supply in the Province would admit of.

*Third.*—To ascertain the Course of Study, and the general Rules for the conduct of the Common Schools, as prescribed by the Commissioners. The Course of Study not having been specified in any written instruction given to the Teachers, only a very confused idea has been formed on the subject, the only data upon which to proceed being the books prescribed to be used in the Schools. But even here no order was pointed



out. The pupil might, for anything to the contrary contained in the instructions, commence his studies whenever he had a mind, and prosecute them in whatever order pleased himself. The general Rules for the conduct of Schools have, in most instances, been better than those for the Course of Study. Yet, even here, there is often such vagueness in one instance, and such minuteness and unnecessary particularity in another, that the whole may be considered as a perfect anomaly in a General System of Education. It has very frequently been urged, both by Common School Commissioners and Teachers, that the appointment of the books prescribing the Course of Study and the general rules for the regulation of Common Schools should emanate from the Provincial Superintendent. But all direct interference in these matters has been declined, on the ground that the duties which they thus wished to devolve upon him were legally vested in the Common School Commissioners.

*Fourth.*—To impress upon Teachers the great responsibility of their station in society, and the necessity for the strictest propriety in their walk and conversation, both in and out of School. This resolution was adopted, because the impression on the public mind for many years past respecting Common School Teachers appears to have been that these men were, in general, as low in their prudence and morality as they are in their pecuniary resources. It is due to the Teachers who attended these meetings thus publicly and officially to state that, with three exceptions, they conducted themselves with great propriety, and left an impression that, in these respects, they were far superior to what report had said regarding them. The duties of Teachers, and the responsibility of their stations in society, were set before them, as briefly and forcibly as possible, at the public Meetings, and their feelings on the occasion were, without any public exception, those of esteem and gratitude. The fact cannot be denied that the position occupied by Teachers has, in the great majority of cases, been the most unpropitious. Boarding for a few days at a time with the several families by whom they are employed, and the changing from house to house, their minds have become dissipated, and private study has generally been altogether neglected. But even where this has not been the system, and where the Teachers have boarded themselves, their income generally has been such as to oblige them to live in the lowest taverns, and consequently to associate with the lowest and most dissipated characters in the neighbourhood. By this daily intercourse with bar-room politicians and bar-room divines, they insensibly become assimilated to them in their manners, views and habits, and are thus rendered utterly disqualified for conducting the education of youth. But Teachers had no alternative. They had not the means to enable them to choose either their place or their company. Their income neither enabled them to live in respectable lodgings, nor to associate with respectable society. Neither the Government nor the People have yet provided for Teachers the comfort of a dwelling-house, where they might be at home, and enabled to devote their leisure hours to the advancement of education by the improvement of their own minds. These things are, therefore, evidently not what they ought to be in any Province of the British Empire. Because, whatever is adverse to the comfort and respectability of Teachers stands directly opposed to the education of youth, and consequently to the power of the Civil Government, and the moral respectability of the people.

*Fifth.*—It was intended to have spent one day with the Teachers at every District meeting in Normal School exercises, with the view of leading them to adopt the best methods of communicating instruction to their pupils, and of exercising discipline in their Schools. But during the first part of the annual visitations it was found to be impracticable to engage with advantage in the exercises, as many of the Teachers urged the necessity of being permitted to return home on the evening of the first day of the meeting from the want of funds to pay their expenses if they were detained another day. Under these circumstances, it was found necessary to abandon for a season what appeared so desirable a part of the annual visitations. The importance of this duty was, however, generally alluded to, and a hope held out that it might be undertaken at

some future period. Another advantage anticipated from these exercises was that they would afford to the Superintendent an opportunity of ascertaining generally the qualifications of Teachers. Many of the Teachers, perhaps even a majority of the whole in Canada West, have received only a very limited education, and even that not unfrequently obtained in Schools where none of the modern improvements in education had been introduced, thus leaving them in a great measure without sufficient knowledge either to communicate instruction or to exercise discipline to the best advantage. It is generally admitted that the art of teaching is so different from requirements in literature, that a man may in knowledge be a philosopher, and yet in the art of communicating instruction to others he may still be a child. For this reason Normal Schools are eagerly sought after in several of the Municipal Districts in the Province, to qualify Teachers for the discharge of their arduous and important duties. These, and similar considerations, led to the conviction that some effort should be made by the Provincial Superintendent during the District visitations to introduce the Normal training, without which the present generation of Teachers must pass away, and perhaps their successors in office, before the modern system of education finds its way into more than a very few of our Common Schools. But by introducing the system of annual lessons to Teachers on the best methods of communicating instruction, and exercising discipline, it was hoped that an excitement would have been given to personal exertion and private study which might have told almost immediately on the education of the rising generation.

By the School Act the Provincial Superintendent is required to address to such persons as shall be employed in carrying the provisions of the Act into effect, such suggestions as may tend to the establishment of uniformity in the conduct of Common Schools throughout the Province.

But while every Township has its own Commissioners, vested with full power to determine the qualifications of Teachers, the Course of Study, the Books to be used in their respective Townships, and the general rules for the management of Schools, all hope of establishing any uniform system of education is utterly vain. By the present method many different systems of education might be in operation in Canada West, changing every year, and these could not be harmonized and reduced into one uniform system by the suggestions of an individual who has no power to enforce any improvement, however valuable, or to correct a single absurdity, however glaring. To bring about a result so desirable would not only require a person of judgment and discretion, but also that his hands should be strengthened by the strong arm of the law.

Another important duty required of the Provincial Superintendent is to show the actual state and condition of Common Schools, with the money expended on them, and from what sources derived.

Much care has been bestowed to collect information for this purpose, but from the want of the annual Reports from the Municipal Councils it must necessarily prove very unsatisfactory.

The most important information which has been received for this Report is connected with the division of the Municipal Districts into School Districts, and their occupation by Teachers, from which a few facts are subjoined.

All the Municipal Districts, with the exception of one, have been divided either in whole or in part, into School Sections. The whole number of School Sections reported for 1842 is 2,245, of which 1,169 have been returned as having had Schools in operation, and leaving 1,076 School Sections without Teachers altogether.

There are 315 Townships in the Western Section of the Province, of which 245 Sections have been divided into 2,245 School Sections, which gives an average of 9 8-49 School Sections in each Township. But this average multiplied by 70, the number of undivided Townships, gives 641, which, added to 2,245, gives 2,886, which may be considered as the number of School Sections in Canada West, exclusive of the Corporate Towns.



The money to the Corporate Towns from the School Fund for 1842, was £1,289 2s. 6½d., which being taken from £20,000, leaves £18,710 17s. 5½d. But £18,710 17s. 5½d. divided by the number of School Districts, gives £6 9s. 8d. as the average to each School Section, from the School Fund, over the Western Section of the Province.

Again, the population between five and sixteen years of age, of all the Corporate Towns in Canada West, by the Census of 1842, is 8,841, which being taken from 14,443, the whole population between the same ages, leaves 132,302, and this population divided by 2,886, the number of School Sections, gives very nearly 46, the children in each School Section on an average of the whole.

It appears by the annual Report for 1842, from the Municipal Councils, that there are 278 School Sections in which the time the Schools have been kept open, the average attendance, and the number of children therein between five and sixteen years of age have been given. In these 278 Schools there has been an average annual attendance of 4,617 children, between five and sixteen years of age, or 16,608 in each School. It also appears that these 278 School Sections contain a population of 17,829 between the ages of five and sixteen. Therefore only one child out of every 3.8399, or very little more than one in four, has attended regularly during the year.

It has already been shown that the average number of children from five to sixteen years of age in each School Section is 46, which divided by 3.8399 gives 11.979, or very nearly 12 scholars in regular attendance in each School Section. But 12 scholars attending regularly at 1s. 3d. per month, amounts to £9 per annum.

From these calculations the following appear to be some of the more obvious conclusions:—

*First.*—That the School Sections have, in many instances, been made so small, that the people, finding that they could not support a Teacher without incurring an expense which they were not prepared to bear, opposed the operation of the School Act, and left their children altogether without the means of education in nearly one half of the School Sections that have been formed by the Municipal Councils in Canada West. In other cases the emoluments offered to Teachers were both so inadequate and so precarious, that many of the best qualified Teachers have resigned their Schools and betaken themselves to other pursuits to earn a livelihood for themselves and families. The number of efficient Teachers has thus been diminished, while the number of School Sections was greatly increased. In short, contrary to every rule laid down by the Merchant and Political Economist, the price has fallen as the demand increased. There can be no stronger evidence than this, that there is something radically wrong in the present system.

*Second.*—That the average income of Teachers, per annum, arising from the three sources provided in the present Bill, as far as the statistical information extends, would be only £21 9s. 4d., viz., £6 9s. 8d. from the District Assessment, and £9 from tuition fees. But under the former School Laws, the Teachers in most of the School Sections received 10s. per quarter, for each child in attendance, which would give £24 per annum, in place of £21 19s. 4d. under the present system. But suppose there was a regular attendance of twenty-four scholars on an average in each School Section, which is not too high an estimate, then under the present Act, the Teacher's income would be £30 19s. 11d., whereas under the former Acts it would have been £48, independent of the Government Grant. The Teacher, therefore, through the multiplication of School Sections, does not find that the School Fund and Section Assessment are an adequate compensation for the reduction made in the tuition fees.

*Third.*—If £60 should be considered an average income for the Teachers of Common Schools, which is evidently too low an estimate, considering the rate of wages given to other classes of the community, there would remain £38 0s. 8d. on an average, to be made up for the Teacher's support in School Sections. But £38 0s. 8d., multiplied by



2,886, the number of School Sections, gives £109,460 4s. 0d. to be supplied annually in Canada West, for which no provision is made in the present Statute. But the defects in the present School Bill have been operated powerfully to diminish the average attendance of children, and consequently to increase the deficiency in the salary of Teachers.

The subjoined Statistical Schedule will show the state of the School, in so far as information has been received, in a much more comprehensive manner than can be done in words.

The next duty required of the Superintendent in his annual Report, was to give plans for the improvement of Schools.

From the time the School Bill of 1841 came into force it was found utterly impracticable to carry out its provisions, and, therefore, the attention of the Executive Government was early directed to the best method of remedying the defects of that Statute, so as to advance the cause of Education. The Executive having now matured their views on the subject, and being prepared to submit to the Legislature a new Educational Bill, it is considered under these circumstances to be unnecessary to enter upon this part of the Report at present.

It is, however, most respectfully suggested that no legislative enactment on this subject, which does not provide for the better ascertaining the qualifications of Teachers, for securing them in a reasonable maintenance, and for protecting them against injustice, can ever materially advance the cause of Education in the Province.

ROBERT MURRAY,

KINGSTON, 20th October, 1843.

*Assistant Superintendent, Canada West.*

## REPORT OF THE STATE OF COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1844-45.

During the absence of the Reverend Doctor Ryerson in Europe, in 1844-45, the Reverend Doctor Alexander Macnab, Acting Assistant Superintendent of Education, submitted the following Annual Report of the Schools in Upper Canada to the Governor-General.

*To His Excellency the Right Honourable Charles Theophilus, Baron Metcalfe, Governor-General of British America.*

MAY IT PLEASE YOUR EXCELLENCY,

In accordance with the requirement of the Common School Section of the Act, of Upper Canada, it becomes my duty, on the first day of the present month, to furnish Your Excellency with a Report on the actual state and condition of the Normal, Model, and Common Schools in this Province, shewing the amount of money expended on such Schools, and from what sources it has been derived,—accompanied with such other statements and suggestions, in relation to Education generally, as I may deem necessary, in order that the same may be laid before the next Meeting of the Legislature of the Province.

### GENERAL AND EXPLANATORY REMARKS.

The Report I have now the honour to submit will have reference to Common Schools, only, as no Normal or Model School has, as yet, been established in Canada West and is, I beg to apprise Your Excellency, the first Report which has been presented under the existing law,—that of 1843.

The School Act of 1841, having been repealed, the enactments of the present Statute of 1843 took effect and became the law of the land on the first day of January, 1844.

Under the new Act, provision was made for the appointment of certain Officers unknown in the old Act, called School Trustees and Town, Township, and County Superintendents,—all of whom are required to make out Annual Reports of School matters within their respective jurisdiction.

The Book of Forms, Regulations and Instructions, issued by authority, directs that the County Superintendent's Report, embodying the facts contained in the returns of these subordinate officers shall be forwarded to the Education Office in each year, dated on the first day of January of that year.

#### THE YEAR 1844 WAS THE FIRST ONE IN WHICH A GENERAL REPORT WAS POSSIBLE.

As 1844 was the first year of the operation of the present School Act, the very first date, therefore, at which the first Annual Report from this Office could be furnished to the Government was the first day of August in the year 1845. . . .

It was not until the month of October last that Your Excellency was pleased to honour me with the appointment, during the absence of the Chief Superintendent, to the situation of Assistant Superintendent of Education for Canada West. . . .

1. The first thing that appears to have occupied the attention of the Reverend Robert Murray, late Assistant Superintendent of Education, at the commencement of the year was the circulation of the new School Act. A copy was ordered to be given to each of the Officers appointed to execute the provisions of the Act.

2. In the month of March an apportionment was made of the £50,000 granted by the Legislature in support of Common Schools in Canada. The portion assigned to Canada West was subdivided by the Reverend Robert Murray, upon the basis of the calculations made by that Officer, (under the old Act of 1841), for the year 1843. . . .

It has been impracticable for several years past, owing to the defectiveness of the census of 1841 and 1842, to acquire the exact ratio of division specified in existing statutes, and this is still the case, which is a cause of much inconvenience at the Education Office. . . .

3. The next special duty that engaged the attention of the Assistant Superintendent was the preparation of suitable Forms and Regulations for making all Reports, and conducting all necessary proceedings under the present Act, and the transmission of the same to the various authorities throughout this section of the Province, accompanied with such instructions for the better organization and government of Common Schools as that functionary deemed were necessary and proper. . . .

The circulation of so much information as is afforded through the medium of the Act, and the book of Forms, Regulations and Instructions would have had the effect, one would suppose, to render letter writing almost unnecessary, but the contrary is the fact. The correspondence of the Department during the year has been very extensive.

This extensive communication with all classes of the population still continues though it may rationally be expected, as intelligence in School matters spreads in the Country, that this portion of Office duties will be greatly diminished.

#### THE LOCAL SCHOOL STATISTICAL REPORTS.

From the various Municipal Districts in Upper Canada, Annual Reports have been received, embodying important statistical information in relation to the Public Schools, the particulars of which I will now proceed to lay before Your Excellency.

The number of School Districts in Canada West, is two thousand nine hundred and forty-five (2,945) in which are found resident, between the ages of five and sixteen years, one hundred and eighty-four thousand and sixty-two children (184,062).

Two thousand six hundred and ten (2,610) Schools have been in operation during portions of the year 1844, and the number of Pupils reported as having attended is



ninety-six thousand seven hundred and fifty-six (96,756),—only five per cent. above one-half of the aggregate number of resident children.

The average length of time during which the Schools have been taught is about eight months.

The requirement of the law, in reference to the visitation of the Schools has been fulfilled by the County and Township Local Superintendents, respectively, who report rather favourably, upon the whole, with respect to the manner in which the Schools are conducted. Nothing is said, however, as to the course and extent of study pursued in the Schools.

#### QUALIFICATION AND KIND OF SCHOOL TEACHERS EMPLOYED.

In order to test acquirements of Teachers, as well as to comply with the provisions of the Act, numerous examinations have taken place, and, as the result, two thousand three hundred and forty nine (2,349) Certificates of Qualification have been granted. Nearly all who are engaged in School Teaching in Canada West have received authority to do so from either County or other School Superintendents. Still, however, no doubt exists but that a large portion of these Teachers are altogether unfit to discharge efficiently the duties of their important office. But what sort of qualifications can be expected to be found in an individual who can afford to render a year's service for the paltry sum of fifty pounds,—the average allowance of School Teachers in Canada West.

#### DETAILED FINANCIAL CONDITION OF THE SCHOOLS.

The financial part of the Annual Reports is not as satisfactory as could be desired. The last was a peculiar year in reference to the receipts and expenditure of School moneys. A large amount belonging to 1842 and 1843 was not available to the public during those years, in consequence of which an Act was passed, authorizing Your Excellency-in-Council to apportion and distribute the same in 1844. During that year, the sum of £41,695 2s. 0d. was paid to the different County Superintendents of Common Schools; £20,000 the grant for 1843; and the remaining £20,000 the ordinary grant of 1844. Nearly the whole of this unusually large amount came into the hands of the Township, Town and City Superintendents. Some few of them, in addition, received balances from the District Treasurer, and the late School Commissioners. . . .

#### THE LOCAL SCHOOL RATES AS AN EQUIVALENT TO THE APPORTIONMENT.

The provision of the Act of 1843 relative to the imposition of taxes in support of Common Schools is an important one, as upon the due execution of it depends, in a great measure, the successful working of the present System. It was of considerable moment, therefore, to ascertain whether this requirement of the Statute had been carried into effect, in the operation of the last year, and no distinct evidence being furnished of the fact in the annexed Reports, from the circumstances already stated, circulars were addressed from this office to all the County Superintendents, instituting minute enquiry into the matter. From the replies of those officers, it was found that, while the proper assessment had, in every case, with one exception, been made, the amount so levied had not in general been collected and paid into the hands of the local Superintendents at the time of making up the Annual Returns, owing in many instances to the neglect of the Township Collectors. . . .

In the accompanying Tables the amount paid to School Teachers, from the "School Fund," is represented to be £30,268 3s. 7½d.; raised for the same purpose by Rate Bill, £22,334 19s. 7½d.; total paid Teachers during the year £51,714 12s. 2½d.; leaving balance in the hands of Township, Town, and City Superintendents of £6,476 9s. 10½d.

## DEFECTIVE NATURE OF THE LOCAL SCHOOL REPORTS.

Many of the Township, Town and City Superintendents reported, and in a manner, too, reflecting great credit upon themselves, but this cannot be said of the generality of the Superintendents, who have occasioned the County Superintendents much inconvenience in preparing for this Department their Reports.

Much allowance, however, should be made for the inexperience of parties called upon to execute the provisions of a new and complex system of Common Schools. Another year will, doubtless, effect a vast deal, not only in waking up additional interest on the subject of education among the inhabitants generally, but also in prompting the School authorities to the efficient discharge of official duty. Much, in this way, has already been accomplished by the efforts of the County Superintendents, who deserve the gratitude of the Country for the satisfactory manner in which, generally, they have performed the arduous and responsible duties of their important office.

## GENERAL REMARKS ON THE STATE OF EDUCATION DURING THE YEAR.

In looking over the operations of the past year, there is much to encourage a united, vigorous and persevering effort to diffuse the unspeakable blessings of Education throughout the length and breadth of the land.

A higher grade of qualifications for Teachers is required. A larger amount of money, than in any former year, has been raised for their support, new and improved modes of teaching, of school government, and of discipline, have succeeded in many of the Districts to those which have hitherto prevailed; instruction of a better quality and to a greater extent than ever before is communicated to the young, so that now a majority of the Common Schools in Upper Canada are manifestly in the condition of improvement, and bid fair, in the course of a few years, to occupy that respectable position in the Country which their designation so justly entitles them to claim.

## THE COMMON SCHOOL AND ITS POWER FOR GOOD.

The Common School, without any kind of question, is a most interesting institution and one upon which, it must be admitted by all, are suspended issues to the future well-being of individuals, and of the community in general. Education, as the means of improving the moral and intellectual faculties of man, and thus fitting him for those high destinies, which his Creator has prepared for him, is under all circumstances a subject of the most important consideration. Viewed as connected, either with the cause of religion and morality, or with the prosperity and permanency of political institutions, it cannot fail to excite the deepest interest in the mind of the Legislator and Philanthropist. . . .

Where it is not possible to establish Colleges, the best expedient yet devised to furnish the mass of the people with the benefit of learning is the establishment of Common Schools, which, being spread throughout the country, bring improvement within reach, and, as it were, to the very door, of the humblest individual. The branches taught therein are those which are indispensably necessary to every person in his intercourse with the world, and to the performance of his duty as a useful member of civil society, and should ever be required to include in addition those principles of morality and religion which are the foundation of everything in man truly great and good. Formation of character is the highest object to be obtained by Education, and this can be secured in such a way as to make it a blessing to its possessor, and a benefit to the community, only by a thorough training.

The advantages resulting from the proper instruction of all classes in the elementary branches of education seem now to be pretty generally admitted. A difference of



opinion, however, has existed among the most zealous friends of popular public instruction, as to the best mode in which they should be provided for and afforded.

While many have advocated by the policy of establishing and carrying out a universal system of education, by the authority and aid of government, others have objected to any interference whatever from that quarter in the matter, contending that the public should be left to supply themselves with the means and facilities of instruction, as they are left to provide themselves with the necessities and conveniences of life. Numerous and various arguments have been adduced on both sides of the controversy, but, though the question cannot be said to be entirely free from difficulty, it is, in our judgment, idle to suppose that so great a desideratum as the sound instruction of all residents in every locality throughout the country can, or will, be provided for, and supplied by the efforts and benevolence of private individuals. The cause of popular education is one for which all cannot be done that is required, without a hearty co-operation on the part of the Executive and the Legislature, as well as among the inhabitants of the Country at large. The conjoint and energetic efforts of every department of the State are indispensable to success in a work of such magnitude and difficulty.

#### THE PAST AND PRESENT PROGRESS OF EDUCATION IN UPPER CANADA.

It is now about thirty years since Common Schools were established by Law in Upper Canada. The first Act of the Legislature was passed in 1816, under the reign of George the Third of blessed memory. This Act continued in operation with some amendments, up to the period of 1841, but being considered defective, a new Act was passed in that year, which was also found, on trial, to be imperfect, and in the autumn of 1843 the provisions of the present Statute were enacted, in which, it must be admitted, great improvement in our system of Common Schools has been effected.

In the enactments of the different laws for the establishment and operation of Common Schools in Upper Canada, the authorities of our Country have shewn themselves fully alive to the importance of maturing a system, such as would, if possible, be in consonance with the views, and adapted to promote the interests, present and prospective, of all classes of the community, and, to a good extent, their exertions in this philanthropic work have been successful. . . . Being liberally endowed, as are all the Common Schools of the Province, it is most desirable, without encouraging too much legislation on the subject, that the existing system should be remedied of its evils by being made more simple, and yet comprehensive, and thus placed in every respect upon such a basis as will command the influence of a sound and enlightened public sentiment, emanating from, and pervading the entire mass of society. Towards the attainment of this result, the expectations of the friends of education generally are now most anxiously directed, and from such a consummation much good is confidently anticipated. . . .

Accompanying this Report is a Draught of a Bill, embodying all the changes that, in my opinion, it would be advisable, under present circumstances, for the Legislature to make in the existing law of 1843.

[NOTE.—This Draft of Bill is omitted, as the Chief Superintendent had not seen it.]

Another evil, and one to which I have not before alluded in the course of this Report, requiring a remedy, is the almost endless variety of Text Books in use in a large portion of the Common Schools, and the entire want of adaptation of many of them to the capacity of pupils, and especially to the circumstances of the Canadian youth.

This diversity of text-books renders classification in the schools impossible, fritters away the time and paralyzes the energies of Teachers, represses the ambition and retards the progress of scholars, and deprives the School Section in no small degree of the advantage which should be received from the money paid for instruction. Nor will the grievance be likely to be redressed until the power of regulating the Course of Study,

and the Books to be used, is taken from the School Trustees, and placed in the hands of those competent to discharge so important a duty.

To promote uniformity, it strikes me that the Chief Superintendent should be invested with authority to decide upon the text-books to be used in the Schools. It will not now be difficult to make a suitable and popular selection, as Canada has been favoured with the republication of the educational works of the Irish National Board of Education, —a series, in regard to the pre-eminence of which, there cannot be a difference of opinion, and one which all who have the welfare of the province at heart, would be glad, I am sure, to see introduced into every School throughout the land.

But, in order to carry out fully the benevolent intentions of the Legislature, in their endeavours to promote the Educational interests of the Country, the establishment and endowment of Provincial Normal Schools ought to be regarded as indispensable, and should be carried into effect.

Attaching the greatest importance to these Institutions, I consider that much of our future success in the Education of the people is to be accomplished through their instrumentality. They alone will elevate the standard of Common School Instruction, and render the present School System popular and useful. In such Schools, special attention is given to first principles, and to the elementary branches, also to the best modes of teaching, and managing and governing Common Schools; and, in all these respects, our Teachers must be improved before their efforts will tell to any great extent upon the educational interests of the rising generation. Of what benefit are educational privileges, so long as Teachers are employed who are not only deficient in a knowledge of most of the essential branches, but totally ignorant of the art of teaching? In this condition, it must be admitted, a large majority of the Teachers of Common Schools are found in Upper Canada, which can only be effectually improved by some such agency as I have ventured to prescribe and recommend.

Normal Schools have been tried in Europe, and, from the testimony of those who have had charge of them, and others, it appears that they have been instruments of immense good to all upon whom their influence has been brought to bear. Similar results will attend their operation in Canada. . . .

ALEXANDER MACNAB,

COBOURG, 1st of August, 1845.

*Acting Assistant Superintendent of Education.*

## ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF SCHOOLS FOR UPPER CANADA, FROM AUGUST, 1845, TO AUGUST, 1846.

*To His Excellency the Governor General of Canada:*

MAY IT PLEASE YOUR EXCELLENCY,

I have the honour to lay before Your Excellency the Annual Report of Common Schools in Upper Canada for the year ending August, 1846.

The annexed Statistical Tables have been constructed from the Reports of District Superintendents. Though as full as the circumstances of the several Districts would permit, they are too imperfect to present a complete tabular view of the State of Common School Instruction in Upper Canada.

### I. NUMBER OF COMMON SCHOOL SECTIONS AND SCHOOLS.

The number of School Sections in Upper Canada is 3,094; and the number of Schools is 2,736; leaving 358 School Sections, or nearly one in nine, without a School. There is also reason to believe that the School Sections, in many if not most of the Districts, are too numerous,—thereby dividing the resources for procuring competent School Teachers, and often shortening the period of tuition in the feeble Sections, and in the inferior



Schools themselves. Were the School Sections reduced to two thousand, and only the same amount expended for their support which is now expended for the support of 2,736 Schools, there would doubtless be a superior order of men as School Masters, the Schools would be more efficient in every respect, and much more knowledge would be imparted than at present. It is, undoubtedly, better for a pupil to go a long distance to a good School than a short distance to a poor one; and extensive enquiries have shewn that the average punctuality and improvement of pupils living from one to two miles from the School exceeds that of pupils living at a less distance.

## II. NUMBER OF CHILDREN TAUGHT IN THE COMMON SCHOOLS.

No returns have yet been obtained as to the number of children taught in private, or in the District Grammar Schools; nor, as to the comparative number of children attending School in winter and in summer. The number of children between the ages of five and sixteen years attending the Common Schools in 1845 is 110,002,—being an increase of attendance over the year 1844 of 13,246,—not by any means equal to the natural increase of population. The whole number of children in Upper Canada, between the ages of five and sixteen years, is 202,913. There are, therefore, nearly 92,911 children of School age attending no School whatever;—a statement too startling and alarming to require any reflections from me, and sufficient to account for much of the crime that swells our criminal calendar, and entails vast expense, besides numberless other evils, upon the country.

## III. AVERAGE PERIOD OF TUITION IN THE COMMON SCHOOLS.

The average time during which the Schools have been kept open in 1845 is 9 2-5 months; the average period of Tuition, for the year 1844, was 7¾ months. The lowest average period of Tuition in any municipal District exceeds eight months, and, in several Districts, eleven months; and, in respect to most of these instances, in which the School has been kept open for a period of less than six months, (the period now fixed by law,) it is stated to have arisen from the indifference of the inhabitants to School instruction, rather than from their poverty. Indeed, it is questionable whether there is a School Section in Canada West,—containing sixty children of School age,—the inhabitants of which, with the aid of the Legislative grant, cannot support a Schoolmaster more than six months of the year. It is gratifying to observe that the average period of tuition has not only increased, but that it considerably exceeds that required by law in order to secure the bounty of the Legislature.

## IV. COMMON SCHOOL TEACHERS AND THEIR SALARIES.

The number of Common School Teachers is not given in the local Reports. Allowing one Teacher for each School, there are 2,736 Teachers. The amount of salaries paid to them, for the year 1845, is £71,514 2s. 6¼d.,—giving an average salary, for twelve months' service, of £29; but for the average period of tuition, only £26. In these returns, no allowance is made for the few cases in which Teachers board among, (or are allowed a house by) their employers. In some Municipal Districts, the average salaries of Teachers considerably exceed the amount here stated. The whole sum paid to Teachers in 1844 was £51,714,—being an increase in 1845 of £19,800—that is, an increase of nearly twenty per cent. in favour of 1845. It is, however, to be remarked, that there are 136 more Schools in 1845, than there were in 1844. While there is a manifest improvement in the salaries of Teachers, it is obvious that the remuneration allowed them is not sufficient to secure competent persons as Teachers. It is stated in several of the local Reports that the qualifications and efficiency of the Teachers are in exact proportion to the salaries paid them. The chief remedy, therefore, for the incompetency of Teachers is in the hands of the people themselves. If they want able Teachers, they must pay them, as they do able Lawyers, Physicians, etc.

## V. COURSE AND EXTENT OF STUDY IN THE COMMON SCHOOLS.

Reading, Writing, Grammar, Arithmetic and Geography are taught in most of the Common Schools; but to what extent, or in what manner, they are taught, or what other subjects are taught in the Schools, are points on which I have no information beyond the casual opinions of District School Superintendents. I cannot, therefore, state what number of pupils are in the Alphabet or in Spelling, or in Reading, or in the simple, or compound, Rules of Arithmetic, or in Grammar, or in Geography, or History, or Algebra, or Mensuration, etcetera. It is to be hoped that a classification of the pupils will soon be made, so that a tolerable opinion may be formed of the kinds and amount of knowledge imparted in the Common Schools.

## VI. TEXT BOOKS USED IN THE COMMON SCHOOLS.

The reprints of the excellent School Books published by the National Board of Education in Ireland have been partially introduced into many of the Schools of this Province, but the complaints, from the local Superintendents of Schools, are general as to the pernicious variety of heterogeneous and unsuitable School Books, which prevent all classification and arrangement in the Schools, and, in some instances, almost paralyze their usefulness. There appears, however, to be a growing conviction in the public mind of the evils of the present state of things, in respect to School Books; and, under the provisions of the new School Act, the Board of Education for Upper Canada will doubtless effect much good in promoting the introduction of a cheaper, as well as better and more uniform series of School Books into general use.

## VII. METHODS OF TRAINING IN THE COMMON SCHOOLS.

The different methods of teaching have not yet become the subjects of specific Reports. The absence of the essential means of classifying the pupils, on account of the variety of heterogeneous School Books in most of the Schools, precludes the adoption of the best methods of teaching, even where the Teacher is competent to pursue it. The attention of the local School Authorities has been especially called to this subject, and it is to be hoped that subsequent Reports will furnish gratifying proof of improvement.

## VIII. SCHOOL HOUSES—THEIR FURNITURE AND APPENDAGES.

On this important subject, no specific information has been received beyond the general statement, that, with a few exceptions, the School Houses are deficient in almost every essential quality, as places adapted for elementary instruction. Very few of these Houses are furnished with anything more than desks and forms of the most ordinary kind, and have no apparatus for instruction, nor appendages, or conveniences, either for exercise, or such as are required for the sake of modesty and decency. There are, however, some honourable exceptions; and, in a future Report, I hope to be able to specify them.

I think it proper to observe, also, that the people are not alone to blame in this matter, and deserve indulgence, rather than censure. What has been done in this respect,—and much certainly, has been done,—has been devised and accomplished by the people themselves, without plans, or instructions, or suggestions, from any high quarter. In other countries, complaints equally strong and general have been made on this subject, in the Reports of Superintendents, or Ministers of Public Instruction; and little improvement has been effected in the construction and furniture of School Houses in those countries, until plans and documents were put forth by the Educational Authorities, evincing the nature and extent of the existing evils, and the proper means of remedying them. I am convinced that nothing more than the same proceeding is required in this Province to secure a great and extensive improvement in our Common School accommodations. When it is considered, that, perhaps, nine tenths of the people



have access to no other place of instruction than the Common School; and we know how powerful is the influence of the place and its appendages upon the health, tone of study, proficiency, habits, tastes and feelings of the young population, who will soon constitute the people of the land, and, as such, determine to a great extent the character of its Institutions, and even of its History, the importance of School Architecture itself can scarcely be overrated, and, especially, when the most essential improvement can be made in it, with very little additional expense. But, on this subject, I propose to prepare a separate and special Report.

#### IX. NO COMMON SCHOOL LIBRARIES.

I have no information of the existence of a single Common School Library in Upper Canada; yet such an institution is a treasury of useful knowledge,—a centre and source of intellectual light and entertainment to any neighbourhood, and can be successively, and equally, enjoyed by all, at the expense of a few shillings to each of the inhabitants. A family may thus procure the perusal of the whole of an appropriate and useful Library for five shillings!

#### X. COMMON SCHOOL FUNDS.—ENCOURAGING FACTS.

The only Funds at present available for Common School purposes in Upper Canada arise from the Annual grant of the Legislature and the District Council Assessments, and the local Trustee Rate-Bills on Parents. The moiety of the Legislative grant of £50,000 paid to Upper Canada is £21,000 per annum, while £29,000 per annum has been paid to Lower Canada; making the sum of £50,000 per annum granted by the Legislature in aid of Common Schools throughout the United Province of Canada. It is pleasing to observe that the amount of local contributions in support of Common Schools in Upper Canada has steadily increased from year to year. In the year 1842 there was paid by local contributions, (independent of the Legislative grant), for the salaries of Common School Teachers in Upper Canada, £21,500; in 1844, (no Returns being made in 1843), there was paid by local contributions alone £30,714; and, in 1845, the sum of £50,514,—being an increase of £19,800 on the local contributions of 1844,—an increase of more than one-third, in one year, by the voluntary impositions of the people themselves. These sums do not include the salaries of District and Township Superintendents of Schools, nor the amounts expended in the erection and furnishing of School Houses. These facts are very encouraging, and warrant the hope that, with the proper assistance as to a general system of School Management and instruction, all the youth of Canada will soon be blessed with the means of a good Common School Education.

As to the accounts of the manner in which the School Funds have, in all cases, been expended, I regret to have to say that it is not as satisfactory as could be wished, or as the new School Act provides for, after the expiration of the current year. Each District Superintendent of Schools is obliged to furnish vouchers to the Inspector-General of the faithful expenditure of the money placed in his hands for one year, before he can draw the apportionment of School money for his Municipal District the year ensuing. But it is otherwise with the School Superintendents in Townships. They are accustomed to certify to the District Superintendents of Schools what moneys they have received and expended; and I am informed that, in some instances at least, they account to the District Council. But every District Superintendent's Annual Report contains a column of "Amounts reported to be in the hands of Township Superintendents." These "Amounts" average in each District from £30 to upwards of £900. The accompanying Statistical Reports will show that, at the end of the year 1845, there was, in the hands of the several Township Superintendents of Schools in Upper Canada, the large sum of £5,825.14s.6½d. How these "balances" have been expended, from year to year, since the enactment of the law of 1843, is unknown at the Education Office for Upper Canada. The "balance in the hands of Township Superintendents of Schools" is duly reported by the

District Superintendents themselves; but, of the subsequent disposition of those "balances," I know nothing. They may be added to the School Fund for the ensuing year, under the head of "Amount of Assessment,"—and the expenditure of them may be duly accounted for to the District Councils, of which I have no knowledge; but no mention is made of them in Reports which reach this Department, although I trust they are faithfully appropriated. Provision is, however, made in the new School Act by which all such unappropriated balances will not only be separately stated in the Annual Report of the Chief Superintendent of Schools, but the disposal of them will also be separately accounted for.

#### XI. DISTRICT SCHOOL SUPERINTENDENTS' REPORT.

The annexed Statistical Returns of Common Schools in Upper Canada for the year 1845—derived from the several Reports of District Superintendents—though deficient in a number of important particulars essential to a comprehensive and practical view of the Educational state of the country—contain all the items which have been furnished to the District Superintendents by the local Reports of Trustees and Township Superintendents. The forms for local Reports under the new Act will provide for the collection of much additional information respecting the character and condition of the Schools in every respect.

In addition to the Statistical Reports I append extracts from the Reports of District Superintendents, expressing their general views as to the state and prospects of the Common Schools within their respective jurisdictions.\* It is to be regretted that the District School Superintendents have, in general, been so brief in their remarks, and that they have not all given a summary expression of their views as to the character and progress of Elementary Schools within their superintendence. It will be seen by the extracts hereto appended that there is a manifest improvement in the Common Schools generally, and a growing interest in the public mind in behalf of the education of the youth of the Country.

It affords me pleasure to add that, without a single exception, as far as I know, the District Superintendents of Schools have faithfully co-operated in the administration of the School Law, and employed their best exertions to give the fullest effect to the benevolent and liberal intentions of the Legislature, in imparting to the Province the blessings of a uniform and well-digested System of Public Instruction, and in educating, upon Christian principles, the entire population.

#### XII. GENERAL OBSERVATIONS AND SUGGESTIONS.

Besides preparing an Annual Report of the actual state of the Common Schools throughout Upper Canada, the School Act requires me to submit such plans for their improvement, together with such statements and suggestions relating to education generally as I may deem expedient.

Having, on the 3rd of last March, reported to Your Excellency on the then existing School Law of 1843 in Upper Canada, and the amendments of it, which appeared to me to be necessary; and having, on the 27th of the same month, laid before Your Excellency a "Report on a System of Public Elementary Instruction for Upper Canada," in which I discussed the whole subject at large, I think it is superfluous for me, in the present Report, to repeat anything that I have so recently stated, or to offer any additional observations.

There are two subjects connected with the interests of Common School Education in Upper Canada, which, being too important to be introduced at the conclusion of a

*(Continued on page 20.)*

\*Instead of the usual appended Statistical Returns to this Report, I have inserted an elaborate Table of School Statistics extending from 1842 to 1845, prepared in September, 1846.



STATISTICS OF COMMON SCHOOLS  
COMPILED BY J. GEORGE HODGINS, OF THE

		MUNICIPAL DISTRICTS					
		Eastern.	Ottawa.	Dalhousie.	Bathurst.	Johnstown.	Midland.
1. Population of Upper Canada in 1842, as per Census .....	506,055	29,993	7,956	19,721	21,872	36,868	38,870
2. Population in 1845, estimated at.....	632,570	37,366	9,930	24,551	27,090	45,960	48,463
3. Population between the ages of 5 and 16, in 1842 .....	141,143	9,084	2,303	4,436	6,404	6,194	9,696
4. Population between the ages of 5 and 16, in 1844 .....	183,539	12,023	2,425	4,951	7,750	12,396	12,087
5. Population between the ages of 5 and 16, in 1845 .....	198,434	12,459	2,697	no rep.	7,800	14,248	12,988
6. Pupils in the Common Schools in 1842...	65,978	4,201	800	3,005	2,702	5,304	4,011
7. Pupils in the Common Schools in 1844...	96,756	5,873	1,567	3,434	3,728	7,471	5,481
8. Pupils in the Common Schools in 1845...	110,002	6,362	1,199	4,642	4,157	8,019	6,016
9. Children not attending School in 1842...	75,465	4,883	1,503	1,431	3,702	3,890	5,635
10. Children not attending School in 1844...	86,783	6,250	858	1,517	4,022	4,925	6,606
11. Children not attending School in 1845...	88,432	6,097	1,498	no rep.	3,643	6,229	6,972
12. Number of Common Schools in 1842 .....	1,721	112	24	58	73	120	108
13. Number of Common Schools in 1844 .....	2,610	169	40	71	112	215	167
14. Number of Common Schools in 1845 .....	2,736	174	39	83	117	217	167
15. Ratio of children between the ages of 5 and 16 years to the whole population in 1842.....1 child for every	3½	3½	3½	4¼	3½	3¾	4
16. Ratio of children between the ages of 5 and 16 years to the whole population in 1844.....1 child for every	3½	3	3½	no rep.	3½	3¾	3½
17. Ratio of pupils to the whole population in 1842.....1 pupil for every	7½	7	9½	6½	8	7	9½
18. Ratio of pupils to the whole population in 1845.....1 pupil for every	5½	5½	8¼	5½	6½	5½	8½
19. Ratio of Schools to the whole population in 1842.....1 School for every	295	267½	331½	340	300	307½	360
20. Ratio of Schools to the whole population in 1845.....1 School for every	231½	275	254½	295½	231½	211½	294
21. Average number of pupils in each Common School in 1844 .....	37½	35	39½	49	34	35	33
22. Average number of pupils in each Common School in 1845 .....	40½	36½	30½	56	35½	37	36
23. Amount of salaries paid Common School Teachers in 1842 .....	£41,500	£2,700	£800	£1,434	£1,806	£3,234	£2,840
24. Amount of salaries paid Common School Teachers in 1844 .....	£51,714	£3,071	£775	£2,493	£2,568	£3,510	£1,336
25. Amount of salaries paid Common School Teachers in 1845 .....	£71,514	£3,943	£818	£2,220	£1,662	£4,618	£3,688
26. Average salaries of Common School Teachers in 1842 .....	£25	..	£33	..	£25	..	..
27. Average salaries of Common School Teachers in 1845 .....	£29	£30	£23	£27	£20	£27	£28

\*In compiling these Statistics all the sources of information accessible to the Education Office have been exhausted. The first Law under which Common School Reports were made was passed in 1841. These Reports, therefore, commence with 1842. Another School Law having been passed in 1843, no Returns were made for that year. Many of the Returns are very defective, so that the Statistics contained in this Table present in many instances merely an approximation to the truth. The Returns for 1845 are less defective than those of any preceding year. It is to be observed, that in that portion of the Popula-

IN UPPER CANADA, 1842-1845.\*

EDUCATION OFFICE OF UPPER CANADA, SEPTEMBER, 1846.

IN UPPER CANADA.

Prince Edward.	Victoria.	Newcastle.	Colborne.	Home.	Simcoe.	Gore.	Niagara.	Wellington.	Talbot.	Brock.	London.	Huron.	Western.
15,579	15,952	32,133	13,860	59,011	12,692	45,435	34,794	15,061	11,390	16,570	31,550	11,740	22,680
19,224	19,803	40,042	17,133	73,567	15,740	56,540	43,312	18,564	14,114	20,339	39,188	13,500	28,123
4,246	4,144	8,571	3,984	20,839	3,963	12,786	10,297	4,326	3,428	4,983	9,353	1,815	7,275
5,341	6,121	12,483	5,027	27,564	4,886	17,426	13,776	6,268	4,345	6,751	11,896	2,149	7,966
5,343	6,361	14,123	6,167	30,215	6,415	18,679	12,700	7,488	5,610	7,801	14,250	3,043	9,848
2,516	2,112	4,603	2,215	9,525	1,917	6,279	5,311	2,789	2,210	3,307	5,020	1,011	3,079
3,667	3,013	5,727	2,409	13,500	2,340	9,350	8,907	2,825	3,472	3,729	6,182	978	3,103
3,755	3,214	6,994	3,451	14,363	2,944	9,610	8,087	4,383	3,444	5,081	7,911	1,494	4,876
1,730	2,032	3,968	1,769	11,314	2,946	6,507	4,986	1,547	1,218	1,676	4,333	804	4,196
1,674	3,108	6,756	2,618	14,064	2,546	8,076	4,869	3,443	773	3,022	5,714	1,171	4,863
1,588	3,147	7,128	2,716	15,852	3,471	9,069	4,613	3,105	2,166	2,720	6,339	1,549	4,972
62	56	119	53	220	54	102	130	57	46	68	118	25	102
107	83	156	65	318	85	209	235	77	78	121	165	30	107
102	98	177	84	312	78	221	191	91	90	122	190	44	139
3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	2 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$	3 $\frac{1}{2}$
3 $\frac{1}{2}$	3 $\frac{1}{2}$	2 $\frac{1}{2}$	3	2 $\frac{1}{2}$	2 $\frac{1}{2}$	3	3 $\frac{1}{2}$	2 $\frac{1}{2}$	2 $\frac{1}{2}$	2 $\frac{1}{2}$	2 $\frac{1}{2}$	4	2 $\frac{1}{2}$
6 $\frac{1}{2}$	7 $\frac{1}{2}$	7	6 $\frac{1}{2}$	6 $\frac{1}{2}$	6 $\frac{1}{2}$	7 $\frac{1}{2}$	6 $\frac{1}{2}$	6	5 $\frac{1}{2}$	5	6 $\frac{1}{2}$	15	7
5 $\frac{1}{2}$	6 $\frac{1}{2}$	5 $\frac{1}{2}$	5	6 $\frac{1}{2}$	5 $\frac{1}{2}$	5 $\frac{1}{2}$	5 $\frac{1}{2}$	4 $\frac{1}{2}$	4 $\frac{1}{2}$	4	5	9	6
351 $\frac{1}{2}$	285	267 $\frac{1}{2}$	261 $\frac{1}{2}$	270	235	445	267 $\frac{1}{2}$	264 $\frac{1}{2}$	247 $\frac{1}{2}$	242	260 $\frac{1}{2}$	470	222 $\frac{1}{2}$
190	202	226 $\frac{1}{2}$	204 $\frac{1}{2}$	235 $\frac{1}{2}$	201 $\frac{1}{2}$	255 $\frac{1}{2}$	226 $\frac{1}{2}$	203	156	167	206	306 $\frac{1}{2}$	201
34 $\frac{1}{2}$	36	36 $\frac{1}{2}$	35 $\frac{1}{2}$	42 $\frac{1}{2}$	27 $\frac{1}{2}$	44 $\frac{1}{2}$	29	36 $\frac{1}{2}$	44 $\frac{1}{2}$	30 $\frac{1}{2}$	37	32 $\frac{1}{2}$	29
36 $\frac{1}{2}$	33	39 $\frac{1}{2}$	41 $\frac{1}{2}$	46	38 $\frac{1}{2}$	43 $\frac{1}{2}$	42	48	38	41 $\frac{1}{2}$	41 $\frac{1}{2}$	34	35
£1,248	£1,164	£2,650	£1,069	£5,835	£1,166	£3,965	£2,982	£1,282	£890	£1,186	£2,474	£470	£2,084
£1,528	£209	£3,987	£594	£8,567	£1,052	£6,178	£4,388	£1,744	£1,731	£1,850	£3,408	£430	£2,291
£2,647	£1,598	£5,184	£1,378	£11,644	£1,878	£7,911	£5,171	£2,595	£1,919	£3,337	£4,942	£848	£3,511
..	..	..	..	..	..	..	£26	..	£49	£24	..	..	£29
£30	£22	£38	£24	£41	£25	£42	£35	£39	£30	£38	£36	£23	£35

tion which is represented as not attending any (Common) School, are included all those who attend Colleges, District Grammar Schools and Private Schools. A complete view of the State of Education in Upper Canada cannot be given until the attendance at these establishments is ascertained. The Table presents only a Statistical view of the state of progress of Common Schools in Upper Canada, since 1842; as such, it is believed, it will not be without interest, and may serve as the basis of some interesting inquiries and practical suggestions.



## STATISTICS OF COMMON SCHOOLS

		MUNICIPAL DISTRICTS					
		Eastern.	Ottawa.	Dalhousie.	Bathurst.	Johnstown.	Midland.
28. Ratio of the amount paid for the salaries of Common School Teachers to the whole population in 1842...£1 for every	12½	11½	10½	12½	12	11½	13½
29. Ratio of the amount paid for the salaries of Common School Teachers to the whole population in 1845...£1 for every	9½	9½	10½	11	16	9½	10½
30. Ratio of the amount assessed to the whole population in 1845.....£1 for every	26½	26	29	15	no rep.	29½	35½
31. Average time that Common Schools were kept open in 1844.....(months)	7½	9½	9½	9½	9	7½	8½
32. Average time that Common Schools were kept open in 1845.....(months)	9½	9½	11	12	9	9	9½
33. Increase of children since 1842, i.e., 1845.	57,291	3,375	394	no rep.	1,396	5,054	3,292
34. Increase of Common Schools since 1842, i.e., 1845.....	1,068	95	21	37	52	90	59
35. Increase of pupils since 1842, i.e., 1845.	44,024	2,161	399	1,637	1,455	2,715	2,005

## RECAPITULATION OF THE

Upper Canada. 2,736 Schools.	Number of District Schools.	Number of Schools open.	Average months open.	Children between 5 and 16 years taught.	Children between 5 and 16 years resident.	Apportionment from Legislative Grant.		
						£	s.	d.
Eastern District .....	198	174	9½	6,362	12,459	1,369	5	8½
Ottawa District.....	45	39	11	1,199	2,425	336	13	1½
Dalhousie.....	83	83	12	4,642	4,951	563	17	4½
Bathurst .....	153	117	9	4,157	7,800	882	12	9½
Johnstown .....	227	217	9	8,019	14,248	1,411	15	4
Midland .....	176	167	9½	6,016	12,988	1,376	11	6
Prince Edward .....	109	102	10	3,755	5,343	608	5	7½
Victoria .....	124	98	9	3,214	6,361	697	2	3½
Newcastle .....	195	177	8½	6,994	14,122	1,421	13	6
Colborne.....	97	84	8	3,451	6,167	572	10	4½
Home .....	346	312	10½	14,363	30,215	3,135	2	8
Simcoe .....	111	78	11½	2,944	6,415	560	11	2½
Gore .....	221	221	9½	9,610	18,679	2,057	19	5½
Niagara .....	213	191	9	8,087	12,700	1,495	11	9½
Wellington.....	95	91	8½	4,383	7,488	713	17	1½
Talbot.....	110	90	8½	3,444	5,610	483	9	2
Brock .....	148	122	8½	5,081	7,801	768	17	3½
London .....	222	190	8½	7,911	14,250	1,354	16	5½
Huron .....	49	44	10	1,494	3,043	244	14	11½
Western .....	174	189	8½	4,876	9,848	907	4	9½
Totals.....	3,094	2,736	9½	110,002	202,913	20,962	12	6

## IN UPPER CANADA, 1842-1845.—(Continued.)

## IN UPPER CANADA.

Prince Edward.	Victoria.	Newcastle.	Colborne.	Home.	Simcoe.	Gore.	Niagara.	Wellington.	Talbot.	Brock.	London.	Huron.	Western.
11½	13½	11½	11	10½	12	11½	11½	12	12½	13½	12	13½	10½
18	12½	7½	12½	6½	8½	7½	8½	7½	7½	6½	8	13½	8
23½	36½	23½	29½	22½	24½	24½	25½	18	20	23½	26½	27	30½
8½	7½	8½	7½	8½	8½	9½	7	7½	8½	7½	7½	8½	7½
10	9	8½	8	10½	11½	9½	9	8½	8½	8½	8½	10	8½
1,097	2,217	5,551	2,183	9,376	2,452	5,892	2,403	3,162	2,182	2,818	4,892	1,228	2,573
40	40	58	27	92	24	119	61	44	44	54	72	19	37
1,239	1,102	2,391	1,236	4,838	1,027	3,331	2,776	1,594	1,234	1,774	2,891	483	1,997

## COMMON SCHOOL STATISTICS OF 1846.

Assessment by Municipal Councils.	Amount paid Teachers from School Fund.	Amount paid Teachers from Rate Bill.	Total amount paid Teachers.	Amount reported in hands of Township Superintendent.	Number of Visits by Township and District Superintendent.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
1,424 8 11½	2,382 6 0½	1,560 17 5½	3,943 3 6½	478 11 6½	381
332 5 6½	614 7 6	204 4 3	818 11 9	30 15 9½	97
.....	563 17 4	1,656 15 0	2,220 12 4	.....	.....
.....	70 1 10½	1,592 15 3½	1,662 17 2½	173 18 10½	238
1,648 6 2½	2,912 2 5	1,706 14 2½	4,618 18 7	212 12 9½	475
1,376 11 6	2,344 5 10½	1,343 18 5½	3,688 4 1½	65 9 10½	518
820 16 7	1,413 8 8½	1,232 19 8½	2,646 8 5½	95 8 10½	189
545 10 5	1,195 15 6½	402 14 0	1,598 9 6½	215 3 5½	231
1,715 6 6	2,772 1 6	2,411 11 8½	5,183 13 2½	117 7 8	388
596 18 3	1,020 13 9½	357 9 3½	1,378 3 0½	95 18 7½	183
3,258 1 3	6,277 13 8½	5,366 2 6	11,643 16 2½	915 11 0	1,219
636 16 2½	1,064 8 7½	813 5 9½	1,877 14 5½	137 18 2½	227
2,551 9 8	3,791 1 0½	4,119 10 8½	7,910 11 8½	441 0 11	619
1,684 0 0	2,855 18 6	2,315 2 8½	5,171 1 2½	779 5 3½	456
1,040 0 0	1,634 7 3½	960 7 10½	2,594 15 1½	82 12 1½	195
731 14 5	1,215 0 3½	703 11 4½	1,918 11 7½	188 15 6	200
871 19 9½	1,334 15 0½	2,002 7 8½	3,337 2 8½	363 10 9½	251
1,470 6 11½	2,825 3 4½	2,117 4 0½	4,942 7 5½	176 12 11½	418
500 0 0	471 9 9½	367 4 5½	848 14 2½	44 12 3	150
931 6 3	2,079 15 3	1,430 10 1	3,510 5 4	209 18 1½	316
22,135 18 5½	38,891 15 5	32,622 6 7½	71,514 2 0½	4,825 14 6½	6,751



Report, will be made the subject of separate Reports; namely, the "Architecture of School Houses," and the necessity of a law for the "Better establishment and maintenance of Common Schools in Cities and incorporated Towns in Upper Canada." And, in order that Your Excellency may be acquainted with what has been done, or may be done, with a view to carry the new School Act (of 1846) into effect, and so that I may be able to furnish the Legislature with all the information which shall be desired on that subject, I will, before the ensuing Session of the Legislature, report to Your Excellency the measures which may be adopted for the purpose of establishing a Normal School, and for otherwise promoting the objects of the School Act of this year, (only ten Sections of which come into operation before the 1st of January, 1847).

TORONTO, August, 1846.

EGERTON RYERSON.

#### NOTE IN REGARD TO THE SCHOOL STATISTICS OF THE FOREGOING REPORT.

Instead of inserting the several sheets of Statistics, which accompanied the foregoing Report, I think it would be more satisfactory, and would make the desired information more complete, to insert the enlarged Sheet of Common School Statistics (see pages 16-19, which I prepared in 1846 from the meagre Returns then at hand, and also the summary Sheet of Common School Statistics for 1846. This extended Sheet of Statistics is more comprehensive in its details, and more complete in its range, than those accompanying the Report of 1845-46, as these Statistics go back to the year following the passage of the first Common School Act of 1841, passed by the Legislature of the then recently united Provinces of Upper and Lower Canada.

#### DISTRICT GRAMMAR SCHOOL DISTRIBUTION FUND OF UPPER CANADA.

NOTE. The District Grammar Schools did not come under the control of the Education Department of Upper Canada until January, 1854. Up to that time these Schools were managed direct by the Executive Government, chiefly through the Provincial Secretary and the Inspector General, (Finance Minister,) under the authority of Acts passed by the Legislature in 1807, 1810, 1819, 1823, 1837, 1839, 1841, 1846, 1850, and 1851.

In the Grammar School Fund Act, passed in 1841,\* provision was made for the additional support of Grammar Schools,—for the payment of a Second Master and for the expenses (in part) of School Houses. The following Table gives particulars of the "Receipts and Expenditure" of the proceeds of the sale of Grammar School Lands, for 1845, 46,—as provided for and authorized by the Act of 1841: The record of Payments to the Grammar Schools of Upper Canada for 1842 and 1843 will be found on pages 257-259, and, for 1844, on pages 261 of the Fifth Volume of this Documentary History.

\*This Act is printed on pages 55, 56 of the Fourth Volume of the Documentary History of Education in Upper Canada.

## THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1847.

NOTE. In reprinting these Reports from the Documentary History of Education in Upper Canada, I have condensed them in some instances by leaving out purely local items.

The following is a copy of the Report made to the Governor General by the Chief Superintendent of Education, after the passage, (and also after one year's operation,) of the First Common School Act of 1846, which he had drafted.

This initial Report of the Chief Superintendent—as it may be designated,—being the first which dealt with matters coming under Doctor Ryerson's personal knowledge, and his direct supervision, is interesting, from the fact, that, while it points out the serious defects of the two preceding Common School Acts—those of 1841 and 1843—it as clearly specifies the various steps which he had taken to remedy these defects, and to provide machinery for the successful operation of the School Act which he had drafted in 1846, with that object in view.

In his "Special Report" of June the 24th, 1847, the Chief Superintendent pointedly refers to the extremely hostile proceedings of the Municipal Councils of the Gore, Home and Newcastle (now the Counties of Wentworth, York and Northumberland), which, more than any other causes, prevented the practical working in these Districts of the School Act of 1846. Other smaller Districts followed suit; but they were all most ably and effectively answered by the Municipal Council of the Colborne District (now the County of Peterboro'), under the able leadership of Mr. Thomas Benson (Father of Judge Benson of Port Hope).

The strongly expressed opinions of the various District Municipal Councils, for and against the School Act of 1846, as embodied in Chapters xiii and xiv of that Volume, are most interesting, reflecting so vividly (as they do), the current opinion of the School System then in operation, by the leading men of the time in the various Municipalities of Upper Canada.

## LETTER OF THE CHIEF SUPERINTENDENT TO THE PROVINCIAL SECRETARY.

I have the honour to transmit herewith my Annual Report of Normal, Model and Common Schools in Upper Canada for the year 1847, which the law requires one to make to His Excellency the Governor-General. The Statistics of this Report are limited to the year 1847; the exposition of school operations is practically brought down to the time of preparing the Report.

Although I have confined myself within narrower limits than are usually occupied by similar Reports in other Countries, yet the newness of the School System in this Country has induced me to extend my remarks on some points to a greater length than I should have thought necessary under other circumstances.

I submit this Report, not as a controversial discussion of any questions of Common School Polity, but as a simple statement and practical exposition of the operations of the Common School Law of Upper Canada of 1846, during the last Civil and Scholastic year.

In some instances I have, for the sake of illustration, instituted comparisons between the state of Common Schools and the doings of the people in the State of New York and in Upper Canada. These comparisons will be found, in some points, to be unexpectedly favourable to our own Country.



It will be seen that more than four-fifths of the Statistics contained in this Report are entirely new in this Province; and I think they furnish abundant proof that it only requires a judicious and energetic course of proceeding for a few years to place the Common Schools and facilities for the diffusion of useful knowledge in Upper Canada upon a level with those of any other country, whether European or American.

TORONTO, September the 14th, 1848.

EGERTON RYERSON.

*To His Excellency the Right Honourable James, Earl of Elgin and Kincardine, Governor-General of Canada, Etcetera.*

MAY IT PLEASE YOUR EXCELLENCY:

It now becomes my duty to submit, for the information of Your Excellency, and of the Legislature, a Report of the first year's operations of the Common School Act of Upper Canada, (1846), 9th Victoria, Chapter 20.

#### DIFFICULTIES INCIDENTAL TO THE INTRODUCTION OF A NEW SCHOOL LAW.

The first year's operations of any law are conducted to disadvantage; and this is peculiarly the case with a Common School Law, which is not administered, as are other laws, by learned Judges, but by the people themselves, in their several Municipalities and School Sections. It is gratifying to remark that, under many disadvantages, the local School Reports evince progress in School attendance and in Teachers' salaries, and a desire for educational improvement in every Municipal District in Upper Canada.

#### I. COMMON SCHOOL SECTIONS AND SCHOOLS.

1. *Number of School Sections.*—School Sections are the smallest Municipal School divisions provided for by law, each consisting of such a section of the Country as is considered a suitable area for a School division. In each School Section three Persons are elected Trustees by the householders, and they constitute a Corporation for the management of the Common School affairs of such Section. One of the Members of the Corporation retires from office each year, so that each Trustee is elected for three years.

From the general Statistical Abstract A it will be seen that there were, in 1847, 3,054 School Sections in Upper Canada, being 40 less than the number reported in 1845. The number of Common Schools reported for this year is only 2,727, leaving 327 Sections without Schools, or from which no reports have been received for 1847.

2. *Evil of small School Sections.*—The decrease in the number of School Sections and Schools in connection with an increase in the number of pupils attending the Schools, augurs favourably for the progress of elementary instruction. The dividing of a Municipal District, or Township, into small School Sections is an insuperable obstacle to the establishment and maintenance of efficient Schools. This evil has been deeply felt in the neighbouring State of New York, the School Superintendent of which, in his Report of 1844, remarks:

"Small and consequently inefficient School districts have, heretofore, for a long period, been the source of many formidable evils. Miserable School-Houses, poor and cheap Teachers, interrupted and temporary instruction, and heavy Rate-bills, are among the permanent calamities incident to small School districts. The ordinary pretext for the division and sub-division of such districts is the greater proximity afforded to a portion of the inhabitants of the School-House. To this single fancied benefit considerations of much greater importance are often sacrificed.

"The idea seems to be entertained by many that it is a great hardship for children to travel a mile, or even half a mile, to the School; and that those individuals are the most favoured who find the School-House nearest their houses. It is true there are a

few stormy days in a year, when the nearness of the School-House may be deemed a convenience. But all children of school age, in order to maintain health and secure the due development of their physical functions, exercise daily, to a much greater extent than is produced by one, or even two, miles' travel. The most aged and experienced Teachers will testify that, as a general rule, those children that live farthest from the School-House are the most punctual in their daily attendance, and make the greatest progress in their studies."

3. *Means employed to remedy this evil.*—Impressed with the importance of this subject, I called the attention of the District Councils to it, in a Circular dated 1st October, 1846, pointing out the evils arising from the establishment of small School Sections, and the advantages of enlarging them. I am happy to find that several District Councils have acted upon my suggestion; although in some of the District Superintendents' Reports the evil of the small School Sections is represented as still existing, to the injury of the Schools in several Townships. But I brought the subject again under the notice of the District Councils, and I hope that an improvement in this respect will be witnessed from year to year.

4. *The evils of improper modes of forming and altering School Sections.*—Formerly the Townships were divided into School Sections by the Township School Superintendent. This most important duty now devolves upon the District Councils; and the change has, I think, contributed much to the interests of the Schools and the lessening of disputes.

[NOTE.—I have here left out the details of various School disputes which were locally reported.]

Now, in examining the printed Report of the Committee to whom all these Petitions are referred, I find that of the 29 petitions presented to the Council, one prayed for the establishment of a Female School in one of the Sections, (which was granted); one prayed for a local school tax in a Section,—which was referred by the Council to the petitioning Trustees; two related to the formation of new School Sections, and the remaining 25 petitions related to the disputes as to the boundaries of School Sections, and the non-payment to Teachers of school moneys, which were in the hands of Township Superintendents.

When I visited and held a public School Meeting in this District, all these returns had not been received, and not a farthing of the Legislative school Grant for the year, (payable in August), had yet been paid to the Teachers! Of course I pointed out the illegality and injustice of a By-law which contemplated the abolition of the provision of the Legislative Statute, requiring the Legislative School Grant to be distributed to the several School Sections, according to the School population of such Sections respectively, and it was not acted upon.

5. *Discretionary powers of Councils as to modes of proceeding.*—In one or two instances doubts have been expressed by the District Councils as to the extent of their discretion in the manner of exercising their power in dividing and altering School Sections,—as to whether they could exercise this power only during their sitting by formal votes, or by the appointment of Committees by particular Townships, or Sections, subject to the approval of the Council itself. I have expressed my own opinion and advice in favour of this latter construction of the Act; and I have suggested the propriety of each of the Councils laying down some general rules, as to the average area of School Sections, and then appointing a Committee of the Council for each Township, composed, perhaps, of the Councillors and the District Superintendent of Schools, with a view of adjusting, as far as practicable, all the School Sections of such Township, according to the general rules adopted by the Council, and thus lay the foundation for future uniform and permanent operations. I do not think that any amendment of the School Act on this point is necessary; I believe that all that is required is experience,



care and discretion on the part of the District Municipal Councils. In a comparatively new Department of Municipal Government it is not to be supposed that the most intelligent and patriotic man will, at all times, act to the best advantage; but experience and increased interest on the part of District Councillors in the great work of educating the people will, I think, be a better corrector of any imperfections and evils in this department of the School System than the frequent changes in the law.

## II. LEGISLATIVE GRANT AND DISTRICT SCHOOL MONEYS.

1. *Amounts raised by local Assessments and Rate-Bills.*—The amount of money voluntarily raised by the inhabitants of the several Municipal Districts, whether by Council assessment, or by Trustees' Rate-Bill, and the number of pupils attending the Schools, are the true tests of the feelings of the country in regard to the School System, and of the progress of elementary education. In both respects I am happy to say that the year 1847 is in advance of the preceding year, although that of 1847 was a year of great commercial and financial depression throughout the Province. The accompanying Statistical Table A presents a view of what has been obtained from all sources for the salaries of Common School Teachers, not only in the several Municipal Districts, but in the various Townships of Upper Canada, and the General Abstract A exhibits the results in each of these Districts. The total amount of District Municipal Council Assessment, in 1847, was £22,955 2s. 8d.; the total amount of District Municipal Council Assessment, for 1846, was £21,871 16s. 6d. The total amount collected by School Trustees' Rate-Bills, in 1847, was £30,543 10s. 5½d.; total amount collected by School Trustees' Rate-Bills, for 1846, was £29,385 12s. 4d. Total amount of local Council Assessment and Trustees' Rate-Bills, for 1847, (exclusive of the Legislative grant of £21,000), was £53,498 13s. 1½d.,—just two hundred and fifty per cent. more than was raised by Assessment and Rate-Bills in 1842.

2. *Comparison with the State of New York.*—The whole population of the State of New York is upwards of three millions; the whole population of Upper Canada may be set down at one-fifth of that of the State of New York. Now the amount of money raised by County assessment in the State of New York, in 1847, was \$275,000; while the amount raised in Upper Canada, in the same way, was \$91,820,—one-third of the amount raised in the State of New York in the same way and for the same purpose.

Again, the amount paid on Rate-Bills for Teachers' salaries, in the State of New York, for 1847, was \$462,840; the amount paid on Trustees' Rate Bills in Upper Canada for the same purpose was \$122,174,—more than one-fourth that of the State of New York.

Furthermore, the amount arising from the State School Fund, and Legislative appropriation in the New York State, for 1847, was \$275,000; the amount of Legislative grant in Upper Canada for the same purpose was \$84,000, nearly one-third of the amount granted in the neighboring State, with a population of more than five times that of Upper Canada.

The Common School System of Upper Canada has been in existence but seven years; that of the State of New York has been in operation five times seven years.

These facts are an appropriate reply to the attacks which have been made upon our present Common School System; and they cannot fail to be grateful to the feelings of every friend of general education in Upper Canada.

There is, however, one point of comparison on the Common School expenditures of the two sections of Countries, which must cause the deepest pain to every patriotic Canadian. In the State of New York, in 1847, the State appropriated \$55,000, and the people raised by local assessment \$38,000 for Common School Libraries; while not a farthing has yet been appropriated by our Legislature for the same object in Upper Canada; I hope before the beginning of another year, we shall have reason to congratulate our Country in this respect also, in comparison with that of our American neighbours.

## III. QUALIFIED COMMON SCHOOL TEACHERS AND THEIR SALARIES.

1. *Whole Number of Teachers Employed.*—The total number of qualified Common School Teachers employed in the Schools, in 1847, was 2,812; the number of Teachers employed in the Schools without Certificates of Qualification, during some part of the year, was 216; that the total number of Teachers employed in 2,727 Schools reported, was 3,028,—showing that there were 304 more Teachers employed than there were Schools, and, therefore, that there must have been changes of Teachers in many of the Schools in the course of the year—one of the most serious impediments to the progress of the Schools. In several of the Municipal Districts, this evil is strongly complained of. It appears, however, upon the whole, that this evil exists to a much greater extent in the neighbouring State of New York, than in this Country. In the State Superintendent's Report for 1847, I find that the number of Teachers employed in the course of the year is 18,785; Schools reported, 10,589—that is about eighty per cent. more Teachers than Schools. Schools in which more than one Teacher is employed at the same time are not taken into account.

2. *Comparative number of Male and Female Teachers employed.*—It also appears from the School Statistics that, of 3,028 Common School Teachers employed, in 1847, 2,356 were Males, and 663 were Females. The distinction between Male and Female Teachers in our Schools was introduced for the first time in the local Reports for 1847. I am not, therefore, able to say whether the number of Female Teachers is increasing or not; I am inclined to believe it is. In the State of New York, it is singular to remark, that the number of Female Teachers employed in that State, in 1847, was 15,821, while the number of Male Teachers was only 2,965. It appears from our Statistics that, in the Huron, Bathurst, Simcoe, and Wellington Districts there is the smallest, and, in the Niagara, Midland, Newcastle, Brock and Johnstown Districts, there is the greatest number of Female Teachers employed. The Statistics will show the comparative number of Male and Female Teachers employed in every Township of each District in Upper Canada.

3. *Certificates of Qualification.*—The statistics also show that of the 2,812 legally qualified Teachers employed, in 1847, 1,687 of them received Certificates of Qualification during that year,—1,284 Certificates having been given by District Superintendents, and 403 by School Visitors. It will be seen that, in several Districts, no Certificates are reported to have been given by School Visitors. Indeed, I have been informed, that the Municipal Councils have formally recommended the Visitors not to give Certificates in their Districts, and to leave it entirely to the District School Superintendents; that an uniform and proper standard of qualification might be maintained in respect to Teachers throughout each District.

In the Forms and Regulations, prepared for the "Better Organization and Government of Common Schools in Upper Canada," I have specified the lowest general standard of qualifications for Teachers, and I have reason to believe that a much lower standard than that has been acted upon, by School Visitors, in many instances. The authorizing of Certificates by School Visitors was recommended, not as a permanent measure, but as a merely temporary Regulation, to effect a transition from the old Township Superintendent system of granting such Certificates, to one more uniform and efficient. It was reasonably thought that a Certificate of Qualification, given by two School Visitors, consisting of Clergy, Magistrates, and District Councillors, for only one School, and for only one year, would be, at least, as good, (if not better,) security against the employment of unsuitable Teachers, as the issuing of Certificates for a whole Township, by a Township Superintendent of Schools; and that opinion has been justified by the result;—for no one will doubt but that there are fewer unqualified Teachers employed now, than there were before the passing of the present School Act of 1846; besides, when it is considered, that a District Superintendent is not merely an Examiner, but



sustains to Teachers several other relations, out of which personal differences have arisen, and may rise again, Teachers, and Candidates for teaching, could hardly feel comfortable in all cases to have their standing and privileges as Teachers depending upon the pleasure of one man. Yet, I am far from being satisfied with the present system of giving Certificates of Qualification; but I trust that we shall soon be prepared to supersede it by a better system,—(that of local Boards of Examiners). If, therefore, each District Council were to appoint a Board of Examiners, the District Superintendent being *ex-officio*, Chairman, to meet one or two days, twice, or four, times a year, at publicly appointed times and places, for the examination of Candidates for School Teaching, then but eight days of a District Superintendent's time would be occupied during the year in such examinations;—then all the Teachers could be examined before a proper Board, according to a published Programme, (prepared by the Chief Superintendent of Schools, under the sanction of the Governor-General-in-Council,) and, in the practice, as well as in the subjects, of teaching, and be classified according to the attainments and qualifications of each.

The influence of such a public and periodical examination would be salutary upon the minds and pursuits of all Teachers,—would secure to the most able, that distinction which they merit,—would give uniformity and elevation to the standard of School Teaching, in each District, and throughout the Province. The very small number of Certificates given by School Visitors, shows that it might be easily superseded, with but little personal inconvenience, and to the great advantage of our Common School System.

I believe, that, as a general rule, the District Superintendents have exercised the important power of giving, and cancelling, Certificates of Qualification with great judgment and fidelity. In one District, where intemperance heretofore prevailed to a considerable extent, even among School Teachers, the Superintendent gave notice that he would not give Certificates of Qualification to any, but strictly sober Candidates, and that, at the end of six months, he would cancel the Certificates of all Teachers who suffered themselves, at any time, to become intoxicated. The result was, that a majority of the hitherto intemperate Teachers became temperate men, the incorrigible were dismissed, and the District is now blessed with sober School-Teachers. I know of two other Districts, in which the School Superintendents have acted thoroughly upon the same principle, with the same happy results; and, I believe that there is reason for congratulation generally, on the proceedings of District Superintendents on this subject. In a note in reference to it in the printed "Forms and Regulations," I remarked that "no intemperate, or profane, person should be intrusted with the instruction of youth." I believe this is the import and spirit of the 13th Section of the School Act of 1846, clause 5, which requires District Superintendents "to examine all Persons offering themselves as Candidates for teaching in Public Schools, with respect to their moral character, learning and ability," and I humbly trust that the Governor-General-in-Council will authorize instructions to secure all the School Sections in Upper Canada, without exception, the inestimable blessings of truly temperate and moral School Teachers.

*Common School Teachers' Salaries.*—There has been a small increase in the average salaries of Teachers in 1847, over any preceding year. The average salaries, actually received by Teachers including Male and Female, in and for the time, during which the Schools were kept open in 1845, was £26, 2s.; in 1846, £26, 4s.; in 1847, £28, 10s. Had the Schools been kept open during the whole of each of these years, the salaries of the Teachers would have been at the same rate, for 1845, £33, 10s.; for 1846, £36, 5s.; and for 1847, £37. I believe that these sums are for the most part exclusive of the Teacher's board; the amount of which is not stated in the Returns. In the local School Reports the actual salaries paid to Male and Female Teachers are not distinguished. The Superintendent of Common Schools for the State of New York, in his Report for 1847, states that:—

"The average monthly compensation for the whole year, in 1845, for the Male Teachers was \$13.81; in 1846, \$15.42; and, in 1847, \$15.95, and for Females, in 1845, \$6.50; in 1846, \$6.69; and, in 1847, \$6.90,—exhibiting a small but annual increase of wages paid to Teachers. The number of Teachers under 18 years of age, found employed in both visitations\* was 2,322, of whom 1,969 were Females, and there were 1,943 over thirty years old, of whom 1,434 were Males. The residue of the number were between eighteen and thirty years of age."

It thus appears that the compensation of Teachers in the neighbouring State of New York is much better than it is in Upper Canada. But, it is also to be remarked, that only one-fifth of the Teachers employed there are Males, while four-fifths of the Teachers employed in Upper Canada are Males. As so small a number of Male Teachers are employed in the State of New York, it may be assumed that those who are employed, are, as a whole, First-Class Teachers; and I do not think their average compensation is better than that of First-Class Teachers in Upper Canada.

This small compensation of Teachers in Upper Canada is the great source of inefficiency in the Common Schools. Persons of good abilities and attainments will not teach for little, or nothing, as long as they can obtain a more ample remuneration in other pursuits. People cannot obtain good Teachers, any more than good Lawyers, or Physicians, without paying for their services. The intelligence of any School Section, or Corporation of Trustees, may be tested by the amount of salary they are disposed to give to a good Teacher. Where there is little intelligence, and, consequently, little appreciation of education in any Municipal District, Township, or School Section, there will be objections against School Assessments, School Rate-Bills, and a corresponding demand for the cheapest Teachers, and for the unconditional and uniform allowance of the Legislative School Grant. It is from such portions of the Province that the two or three objections have been made to the provisions of the School Law of 1846, requiring a District Assessment to an amount equal to that of the Legislative School Grant, as a condition of receiving it; a condition required in every State of the American Republic, as well as in Canada, and without the impulse of which Government would leave Education to retrograde, instead of promoting and witnessing its general diffusion. In order to remedy the evil of so small and inefficient salaries to Teachers, some persons have recommended that a minimum sum should be fixed by law, as the salary of a Teacher per quarter, or per year.\* But the sum which might be sufficient for the salary of a Teacher in one part of a District, would be too small for a Teacher's remuneration and support, in another part; and such an enactment would, I think, be an improper and injurious infringement upon heretofore acknowledged local and individual rights, and would injure, rather than benefit, School Teachers. A partial and unexceptionable remedy for this evil, at least in reference to legislative enactment, is that which I submitted to the Government in March, 1846. It was to require each School Section to raise a sum equal to that of the District School Fund apportioned to it, in order to be entitled to a portion of the School Fund. This recommendation was based upon what I found to be the actual results in all School Sections, where there were good Schools. The recommendation proposed the extension of the same condition to individual School Sections, in order to their participating in the District School Fund, which has from the beginning, been required of Municipal Districts, in order to their participating in the Provincial School Grant. Had this recommendation been entertained, instead of being rejected by a majority of the late House of Assembly, and, had also an accompanying, and corresponding, recommendation been adopted,—namely, to authorize the local Trustees to raise their moiety of the School Fund, by a Rate Bill upon their constituents, generally, according to property, and not merely upon parents who send their children to School, I have been assured, by experienced men in different

\*In the State of New York a summer and winter visitation of the Schools and a Report of each is required by law; also a three-fold distinction in the ages of Teachers, and the period during which they have been teaching.



Districts, that the salaries of Teachers would have been larger than they are; the attendance of pupils much larger, and the Schools correspondingly more efficient. But in connection with the enlargement of the powers of Common School Trustees alone, (not proposing any new condition,) I anticipate much improvement in the salaries of Teachers, as well as in the usefulness of the Common Schools, from the more elevated standard of School Teaching, which is being created by the Provincial Normal School, and educational publications.

*Good Teaching versus "Cheap" and Inferior Teaching.*

When the people have illustrations and examples of what good teaching is, they will soon desire it, and be satisfied that it is the cheapest teaching, even at double the price of poor teaching. It cannot be supposed, that good salaries will be paid to poor Teachers, whatever such Teachers may wish or claim; nor is it desirable that such Teachers should be employed at all. It is, however, encouraging to observe that the number of efficient Teachers is greatly increasing in the several Districts, and that the demand for such Teachers is increasing beyond all precedent. The character of the profession and its remuneration, will advance in corresponding rate; and good Teachers and good salaries will become inseparable in the estimation and practice of the Country, as it advances in knowledge, and in the true principles of social economy.

IV. NUMBER OF CHILDREN OF SCHOOL AGE, AND PUPILS ATTENDING THE SCHOOLS.

The Statistics in one of the Tables presents a view of the number of children of School age, the number attending the Schools, whether Boys, or Girls, their comparative and average attendance in both Winter and Summer, and the several studies which they are pursuing. These statistics extend to each Township in Upper Canada, while the General Abstract of this Table furnishes a tabular and comparative view of the same statistics in the various Districts of the Province. This being the first attempt to procure school statistics so varied in their details, and comprehensive in their character, they cannot be considered complete. The local School Superintendents of Districts represent them as being imperfect; but, imperfect as they are, they furnish facts of a gratifying nature, and evince the vast importance of the Common Schools, and the duty of every Statesman and Patriot to do all in his power to promote their efficiency.

It appears that the whole number of pupils attending the Common Schools of Upper Canada in 1847, was 124,829,—being an increase of 14,827 over the number reported for 1845, and of 22,917 over the number reported for 1846. Of the 124,829 pupils in the Schools, 65,575 were Boys and 55,254 were Girls. It also appears that the attendance of Boys, as compared with that of Girls during the Winter, was as 20 to 13, and during the Summer, as 17 to 14. It is obvious that there is a much larger attendance of Boys than Girls at the Common Schools of the Province. It will, furthermore, be seen, that the average number of pupils per School in the Summer was 31, and in the Winter 33; that the total average attendance of pupils, during the Winter, was 89,991, and during the Summer 84,537. The Table and Abstract of Statistics on this Subject exhibit very considerable variations in all these particulars, and, therefore, show different degrees of advancement in the Common Schools in the different Townships and Districts of Upper Canada.

It is a singular fact, that, while the average attendance of pupils in the State of New York, as compared with the whole number on the rolls, was as four to ten, the average attendance of pupils in Upper Canada, as compared with the whole number of pupils on the rolls, was seven to ten. But, on the other hand, the aggregate attendance of pupils at the Common Schools in the State of New York was larger than the whole number of children between the ages of five and sixteen years; while in Upper Canada the whole number of children between those ages returned was 230,975, of whom only 124,829 were reported as in attendance at the Common Schools,—thus showing

in the strongest light how much remains to be done, in order to secure to every Canadian youth the priceless endowment of a good education.

The question naturally arises, why is it that the attendance of children at the Common Schools is so much less in Upper Canada than in the State of New York, in proportion to the number of children of school age, when as has been shown, in the former part of this Report, that the inhabitants of Upper Canada pay more in proportion to their number, for the support of Common Schools, than do the inhabitants of the State of New York? I think the chief reasons are:—

1. The conviction of the absolute necessity of education, though strong, is not so universal in this Country, as it is in the State of New York. There, no man thinks of bringing up his children without education, any more than he thinks of bringing them up for the slave market of the Southern States; here, thousands of Parents look upon the sending of their children to school as a loss, and the payment of the School assessment as an unnecessary oppression. They thus evidently desire untutored ignorance and free barbarism.

2. In the State of New York Female Teachers are employed to a much greater extent than in Upper Canada, and, therefore, School-rate inducements to Parents to keep their children from School are much less there than here.

3. Free Schools exist, to a much greater extent, there than here, that is, Schools supported by a rate upon property, and to which all children of School age have free access. It has been demonstrated, in the course of the current year, in both our Towns and Country places, that, whenever the Free School has been established, though in its infancy, the attendance of the pupils has been increased from fifty to one hundred and twenty per cent.

#### V. TIME OF KEEPING OPEN THE SCHOOLS BY QUALIFIED TEACHERS.

The present School Law of 1846 requires a School to be kept open six months of the year, by a qualified Teacher, as a condition to being entitled to receive aid from the General School Fund. No inconvenience has arisen from this provision of the School Act; on the contrary, I have been assured by local School Superintendents of its salutary influence. The few cases of poverty and inability which have occurred in each Municipal District have been beneficially met by the application of another provision of the law. In every District there are examples of School Sections having no Schools, and, consequently, the money apportioned to them remains in the hands of the District Superintendent of Schools. At the commencement of each year there have, therefore, always been found balances of school money of the preceding year, in the hands of the District Superintendents.

By the 9th clause of the 13th section of the School Act of 1846, it is provided that the District Superintendent shall retain on his hands, subject to the order of the Chief Superintendent of Schools, all moneys which have been apportioned to his District for the year, and which have not been called for, or expended, according to the provisions of the said Act; accordingly, during my Official Tour last autumn, and, in official correspondence, I have recommended the School Superintendent in each District, in the disposal of those balances, to consider, in the first place, the cases of poor and weak School Sections; such as deserved special aid, both from their meritorious exertions and poverty. I have found this mode of proceeding most beneficial and satisfactory. It enables us to meet cases, which are exceptions to the general rule, assists the District Superintendent in encouraging special efforts in circumstances of necessity, or misfortune, and, at the same time, strengthens his hands in enforcing the conditions of the law on negligent School Sections, which are able to comply with them.

The average time of keeping open the Common Schools in Upper Canada, during the year 1847, was eight months and one-third of a month. In the School Report of the State of New York, for 1847, the Superintendent, referring to the average period during which the Schools were kept open there, says, "The average number of months for the whole State appears to be eight."



## VI. CLASSIFICATION OF PUPILS, AND SUBJECTS TAUGHT IN THE SCHOOLS.

This is an entirely new department of information in respect to our Common Schools. The local school returns have heretofore been confined to the number of pupils, the time of keeping open the Schools, and the amount of money raised for the salaries of Teachers. In the blank Reports furnished to Trustees I divided the Reading Classes into five,—corresponding to the five Reading Books of the Irish National Series, intimating at the same time, that in Schools, where these National Readers were not used, the least advanced Reading Class should be returned in column No. 1, and the next best advanced Reading class in column No. 2, etcetera. The Statistical Table B. exhibits the number of pupils in the several subjects taught in the Common Schools, in all the Townships of Upper Canada; and Abstract B. of that Table presents a view of their totals in each Municipal District. It will be seen from these Tables, that there were in Upper Canada, in 1847, in the first, or lowest, Reading Class of the Common Schools, 19,525 pupils; in the second, 20,179; in the third, 21,428; in the fourth, 16,846; in the fifth, or highest Reading Class, 8,126; that, in the first four rules of Arithmetic, there were 18,741 pupils; in the compound rules of Reduction, 12,527; in Proportion and more advanced rules, 10,418; that, in English Grammar, there were 13,743 pupils; in Geography, 10,563; in History, 3,841; in Writing, 45,467; in Book-Keeping, 2, 116; in Mensuration, 615; in Algebra, 336; in other studies, not enumerated above, 1,773. The 1,773 reported as pursuing “other studies” seem to have been pursuing “higher studies,” for under this head in Statistical Abstract C. will be found 41 Common Schools, in which Latin and Greek were taught; 60 in which French was taught, and 77 in which the elements of Natural Philosophy were taught.

It thus appears that of the 124,829 pupils reported to be attending the Common Schools of Upper Canada, only 41,686, or one third of them, are studying Arithmetic at all; only 45,467, or a little more than one third of them, are taught Writing; less one in ten in English Grammar, not one in twelve in Geography, but one in thirty-two in History, and only one in forty-nine in Book-Keeping.

Now, when it is considered that so small a proportion of the pupils attending the Schools are pursuing those studies, some knowledge of which is essential to, even the elementary, education of every youth in the land,—we are painfully impressed with the present inefficiency of the Common Schools, and with the duty of the Government and the Legislature to do still more for their advancement, especially as they are, emphatically, the “Schools of the People,” and the only means within the reach of nineteenth-twentieths of them to educate the future constituents and occupiers of the Country.

*Comparison of these Pupil Statistics with those of the State of New York.*

On turning to the Report of the School Superintendent of the State of New York for 1847, I find that, at the winter visitation of 7,085 Common Schools, there were on the Books, or Registers of the Schools, the names of 336,416 pupils, of whom there were learning the Alphabet 15,459, to Spell 33,789, to Read 287,169, Arithmetic 172,606, or more than one half of the whole number of pupils on the Books; Geography 112,682, or little less than one-third of the whole number of pupils; History 16,197, or one in twenty; English Grammar, 62,508, a little more than one in five; in Book-Keeping 5,301, or one in sixty-three; Algebra 7,242; use of the Globes 33,749; Geometry, surveying, etcetera, 1,511, (less in proportion than in the Schools of Upper Canada,); National Philosophy, 14,445; Mental and Moral Philosophy, 1,822; Physiology, 8,182; Composition, 43,753; Vocal Music, 97,581, (an important and delightful fact); Writing, 184,521, or more than one half; Chemistry and Astronomy, 11,248; Analysis and Definition, 87,914. It is needless to observe, that with two, or three, exceptions, how immeasurably the comparison preponderates in favour of the Common Schools in the State of New York, in respect, both to the course of studies, and to the numbers pursuing the essential and higher branches of them. After comparing the progress of the Schools for 1845, 1846, and 1847, the State Superintendent remarks,—

"The most gratifying aspect presented, in comparing the results of the years designated, is the very large increase of pupils engaged in the more advanced, or higher, branches of English Instruction; such as the Use of the Globes, Algebra, Geometry, Surveying, etcetera, National Philosophy, Book-Keeping, Chemistry and Astronomy. The introduction of these studies into our Common Schools has been sanctioned by the Legislative Department of our Government, and is approved by the most distinguished and experienced men of our times, engaged in promoting the cause, and advancing the interests of public instruction. The pupil who may now be seen solving a problem in Geometry, in one of our Common Schools, will, ere long, be found demonstrating the more difficult problems of Political Economy, or, with a keen and animated intellect examining and discussing the Science of Human Government in our Halls of Legislation."

From what has already been done, I am satisfied the Schools in Upper Canada may in four or five years be made as efficient and potent in all respects as those of the State of New York.

#### VII. BOOKS USED IN THE SCHOOLS.—IMPORTANCE AND DIFFICULTIES OF THIS DEPARTMENT OF THE SCHOOL SYSTEM.

This is also another new department of school information. As the Text Books are the Tools which the Teachers employ, in instructing their pupils, a knowledge of their character gives an insight in several respects into the state of the Schools,—aids in suggesting means for their improvement, and indicates the success of the means already employed. I have not seen a School Report, or a School publication from any one of the neighbouring States, in which the evils of the great variety of Text-Books in the Common Schools has not been acknowledged and lamented. But, it is only in the new States that effective means have been employed to prevent it. There the passing of general Common School Laws and the selection of Text-Books for the Schools by the latter having been witnessed in the older States. In the New York and New England governmental authority have taken place simultaneously, the great evil of omitting States, the School Laws were passed, and the Schools were established and carried on for many years, without Government apparently being aware of the importance of making some provision or reference to Text-Books. In the meantime, compilers and publishers of all descriptions of School Books overspread the land with them. Every part of the country was visited by rival School Book Vendors, and every School was filled with Heterogeneous Text-Books. In the midst of this multitudinous and constantly increasing variety of Text-Books, there could be no class division, and no class instruction in the Schools, and, therefore, no efficiency, or success, in instruction. The value of the Teacher's time, and the usefulness of the School were reduced more than five hundred per cent. in value. For the last fifteen years, attempts have been made by the State Governments and Educationists to cure an evil, which should in the first place, have been prevented; but the task has proved most difficult, and has as yet been very partially accomplished.

#### TEXT-BOOK DIFFICULTY IN THE STATES OF NEW YORK AND CONNECTICUT.

The Boards of Trustees for Cities and Incorporated Towns in the State of New York allow but one set of prescribed Text-Books to be used in the Schools under their care; and, with the view of correcting the evil, as far as possible, in the country Schools, the State Superintendent has prescribed that each Trustee Corporation shall select a series of Text-Books for their own School, and then shall not change them for a period of three years; and any disregard of any instructions of the State Superintendent subjects the party offending to a fine of ten dollars. In the New England States, the power of the State Executive has always been confined to seeing that every Township, or Town, of a given population should have a School, or Schools, of a given character,



but the selection of the Text-Books, as well as of the Teachers in the Schools, has been made by Township, or Town, Committees, and all attempts to induce the surrender of these long exercised local powers to the Executive Government have hitherto failed.

Those Governments have, therefore, been compelled to employ means to accomplish, by influence, what they could not do by authority, in remedying, what is admitted to be a fundamental defect in their School System.

The magnitude of the evil of a multiplicity of Text-Books, and the difficulty of correcting it may be inferred from the following extract from the report for the State of Connecticut, for 1847. The obvious evils of a multiplicity of Books are spoken of almost unanimously, as one of the main obstacles to the improvement of the Schools. To remove or diminish these evils a number of remedies are suggested by the Visitors, as follows:—

1. The appointment, on the part of the Legislature, of a Committee, or Board, whose recommendations, or prescriptions, shall extend over the whole State of Connecticut.

2. A recommendation, or prescription, on the part of the State Superintendent,—a compliance with which be made the condition of drawing the School Money.

3. The similar action of a County Board, or Committee, which should be binding through all the Schools of a County.

4. The School Societies, might be authorized to purchase all the Books which are needed, and assess the expense upon the scholars who use the Books.

5. The withholding of the School Money from every Society and School District which will not take the steps necessary to secure uniformity of Text Books in the Common Schools within their respective limits.

The great point to be reached is uniformity in all the Schools of the same Society and Town, and in adjacent Towns, where the population is changing from one to the other, as in manufacturing districts. There is reason to believe, that there is, at this time, a greater variety of Text-Books used in the Common Schools of the State, than there was three years ago. The attempt on the part of School Visitors to introduce new Books, without securing the removal of those already in use, has only added to the variety; and the diverse actions of the same body only “make confusion worse confounded.”

*Success introducing an uniform series of Text-Books into the Schools of Upper Canada.*

The Connecticut State Superintendent of Public Schools then recommends the plan which had been unsuccessfully recommended by the State Board of Education to the Legislature of Massachusetts in 1838, and which has been adopted by our Provincial Legislature in our System in Upper Canada, in order to introduce uniformity of Text-Books into the Schools. Had this provision been made at the time of passing our first general Common School Law in 1841, or the second Act for Upper Canada in 1843, the difficulties of carrying it into effect would have been much less than in 1846, and the School System would have been greatly in advance of its present state; for, between the year 1841 and 1846, some new School Books were compiled and published, and many others were imported, all of them together, not forming a complete, much less an appropriate, series of Text-Books. It was not, therefore, surprising that some opposition should have been manifested at the introduction of so novel and important a provision in our School System. I had shown its necessity in my “Report on a System of Public Elementary Instruction for Upper Canada”; and I am happy to be able to say that results have justified its adoption, silenced every whisper of opposition, and have already secured the actual support of the public to an extent that could not have been anticipated at so early a period, and which is without a parallel in any State in America.

## PROCEEDINGS OF THE PROVINCIAL BOARD OF EDUCATION ON THE TEXT-BOOK QUESTION.

It is just two years since the Provincial Board of Education was established, and recommended an uniform series of Text-Books for the Schools. The Board provided and suggested measures which led not only to the introduction of School Books of an improved quality, but to a reduction of nearly twenty per cent. in their prices,—thus preparing the way for securing to the whole Country the double boon of good and cheap Text-Books. The proceedings of the Provincial Board, which have borne these early fruits, I have detailed in my Special Report, prepared in June, 1847. I stated in that Report that I had procured from the Irish National Board of Education in Dublin the very liberal donation of sets of their Books, Forms and Reports, to enable me to present a set to each District and City Municipal Council in Upper Canada. I have since visited the several Municipal Districts, and personally presented the Books in question, at the same time explaining their character and soliciting a careful examination of them, as to both their contents and prices, on the part of the local Representatives, and of every friend of Common School Education. Submitting these Books to such a test, and providing such facilities for an acquaintance with them in every District of Upper Canada, has entirely removed the suspicion “that the Chief Superintendent was endeavouring to saddle foreign and expensive School Books upon the Country.” These excellent School Books have been formally enjoined, or recommended, by several District Councils; the use of them in the Schools is rapidly increasing; whenever they are used, they are highly approved; and the question of their general use in the Common Schools may now be considered as fully and harmoniously settled by the unanimous voice of the Country.

## THE IRISH NATIONAL SCHOOL READERS.—SPELLING BOOKS,—ARITHMETICS, ETCETERA.

The Board of Education for Upper Canada has attached the greatest importance to the use of the Irish National School Readers, as essential to the classification of the pupils of different ages, and different degrees of advancement. The “English Reader,” which has long been used in the Schools, has already fallen below the Irish National Readers, being used in 1,067 Common Schools out of 2,772 reported as in operation; various other Readers, being used in 358 of these Schools.

*(a). Various Kinds of Spelling-Books used in our Common Schools.*

The principal Books of this class used are Mavor's, Carpenter's, Cobb's, and Davidson's. Mavor's is used in 294 Schools, and various kinds in 427 Schools. A more ingenious device for relieving the Teacher from labour, by imposing it needlessly and perniciously upon the pupil, can scarcely be conceived. What is more obvious than that the meaning of words can be most easily and appropriately learned by children, as they require to use them, or as they find them in the course of reading, where their practical application is witnessed at the same time that their meaning is acquired? What more natural than that children should learn to spell words in the way that they will necessarily employ this knowledge when required?

*(b) The Senseless Drudgery of using the Ordinary Spelling Book in Schools.*

In no other language, than the English, are the pupils doomed to the drudgery of poring over the columns of a Spelling-Book, to learn how to spell the words of their native tongue; nor are English pupils themselves condemned to this repulsive labour, and injurious waste of time, in the acquisition of any foreign language, and yet they are, perhaps, more accurate in the orthography of such foreign language than they are in that of their own, with all the appliances of the Spelling Book; with the aid of some fifty rules, can most of the sentences in the English language be accurately constructed; and with the assistance of one-fourth of that number of rules, can nine-tenths of the words in our language be spelt? Why should not rules be employed in the latter, as well



as in the former case? Why should not mere repetition be employed to secure accuracy in syntax, as well as in orthography? If the same common-sense principles and rational theory, which are employed in teaching Etymology, Syntax, and Prosody, were employed in teaching Orthography, children would be rescued from the aversion to all learning, the loss of time and labour. In the series of the Irish National Readers, provision is made for teaching "how to spell" as well as "how to read," without the aid, (or rather the hindrance), of the common Spelling-Book, and especially in connection with "The Spelling-Book Superseded," by Professor Sullivan, of the Dublin Normal School, in which the rules of orthography are given, as well as a list of the most difficult words in the English language, together with their pronunciation and etymology.

(c) *The Various Kinds of Arithmetic Used in our Common Schools.*

In regard to Arithmetics, it is not of so much importance, what Arithmetic is used, so that but one is used in a School, at least an elementary one, for small scholars, and a large one for those who are more advanced—as in the Irish National Board of Education in Dublin. The Teacher is the true, and the best, "arithmetic" for the Schools; and, if he cannot teach and illustrate its principles and rules without reference to a particular Text-Book, very little of the science of numbers will be learned in his School. Several Arithmetics are yet used in the Schools instead of one. But I think it very desirable that the examples of an Arithmetic should be chiefly selected from the statistics and commerce of the Country in which it may be used; its operations will thus be invested with additional interest, and divested of that abstract character which is the most serious obstacle to the progress of a beginner. Bishop Strachan has prepared an Arithmetic of this kind.\*

(d) *English Grammars in use in the Common Schools.*

There being no peculiar excellence in the Irish National Grammar over others, the Board of Education for Upper Canada have thought proper to recommend the use of three Grammars in the Schools, namely the Irish National, Lennie's, and Kirkham's, as might be desired by School Trustees,—only one of the three to be used in the same School. The Irish National Grammar is used in 220 Schools reported as in operation in 1847; Lennie's in 717; Kirkham's in 649; Murray's in 321; and various Grammars in 116 Schools.

(e) *The Various Kinds of Arithmetic Used in our Common Schools.*

Each Country should have a Geography, as well as an Arithmetic, of its own. Every youth should be made intimately acquainted, not only with the Climate and Outlines and general productions of his own country, but with the geographical positions, the extent, the soil, the waters, the population, the peculiarities, the Towns, and the commerce of its various Districts. A pupil in any School in Germany will go to the Blackboard and will draw an accurate outline of Germany, with its Political Divisions, its Mountains, its Rivers, its Cities and Towns, and will then give you the commerce,

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\*Many of the examples given by the Reverend Doctor Strachan, in his "Concise Introduction to Practical Arithmetic," for the use of Schools, in 1809, is of this character. Thus, a question in addition reads:

From Quebec to Montreal is 180 miles—from thence to Kingston 200—from thence to York 149—from thence to Niagara 78 miles—from thence to Detroit 210. Required, the distance from Quebec to Detroit. Answer—817 miles.

Again a question in Multiplication reads:

The distance from Quebec to Montreal is 180 miles; supposing the road 17 yards broad, how many square yards does it contain? Answer—5,385,600 yards.

Several of Doctor Strachan's examples begin with local references, such as: "A Merchant in Montreal," "A Gentleman in Quebec." Names of other places in Canada are also freely mentioned, such as York, Kingston, Cornwall, etcetera.

the employments, the productions, and manufactures of each. His acquaintance with foreign Countries is in proportion, chiefly, to their connection with the History and Commerce of his own. In some large German Schools, that I have visited, not one of the pupils could tell the situation of Canada!—but the panorama of Europe was familiar to them, as was every Mountain, Stream and Hamlet in their own Country. It is thus with the youth of the neighbouring United States. Look into their Geographies, or go into their Schools, and you will find space and importance bestowed upon the peculiar population, towns, production, internal communications, trades, pursuits, and institutions of every State in the Union, and that with great care and minuteness. This is as it should be.

(f) *Reason why American Geographies are Objectionable in our Schools.*

But that which so well adapts nearly all their elementary Geographies for the youth of their own Country, unfits them for any other Country, especially as they are generally not only almost exclusively American, but even partial and anti-foreign. Of course, European Geographies are designed for European, and not for American, or Canadian, youth. The most impartial, the best constructed, the cheapest and best adapted Geography for Canada with which I have as yet, (in 1847), met, is Morse's New Geography, published by the Harpers of New York. It is impartial in its statements, and is less objectionable in one or two references to England, in respect to Ireland, and the war between England and the United States, than is Stewart's English Geography on the same subjects. It contains the Municipal District divisions of Canada, and devotes as much space to our Country as to any one of the neighbouring States of equal population and extent. The enterprising New York Publishers have intimated, that, if I would prepare an additional quarto page, or two, on the Statistics, Commerce, etcetera, of Canada, they would insert it, and publish an edition of their Geography expressly for Canada. In connection with the Irish National Geography, the Canadian Board of Education have recommended the use of Morse's Geography as an addition in our Schools. It will be seen by Statistical Abstract C, that in 1847 the Irish National Geography was used in 230 Schools; Morse's, in 651; Olney's, in 344; Stewart's, in 91; and various in 331.\*

(g) *Book-keeping* is taught in 523 Schools. The Irish National elementary work on this subject is used in 296 Schools, and various works in 227 other Schools.

(h) *Mensuration* is taught in 294 Schools. The excellent work of the Irish National Board is used in 156 Schools; various other in 148 Schools.

(i) *Algebra* is taught in 144 Schools. Bonnycastle's Algebra is used in 48 Schools; and various others in 96 Schools.

(j) *Elements of Natural Philosophy* are reported as having been taught in 77 Schools, but the names of the books used are not stated.

USE OF THE BIBLE AND TESTAMENT IN THE COMMON SCHOOLS.

(k) The Bible and Testament are reported to have been used in 1,782 Schools,—or in nearly two-thirds of the Common Schools of Upper Canada. This fact is the best answer to the objection of those who have represented our Common Schools as "Gd-less," and as excluding Christianity from these Schools, instead of providing for the inculcation in them of its principles and precepts. The question of the Holy Scriptures

\*The following Geographies have, since this was written, been published in Canada: A System of Geography, with Atlas, by Messieurs George and N. Gouinlock. (?1846.) In 1855, Mr. Hew Ramsay, of Montreal, published a "Geography of Canada," by Mr. T. A. Gibson. In 1857, the Editor of these Volumes of Documentary History published in Toronto "The Geography and History of British America, and of the Other Colonies of the Empire;" and, in 1861, he prepared for Mr. John Lovell, of Montreal, "Lovell's General Geography," and, afterwards, the "Easy lessons in Geography." Subsequently, Mr. Lovell had these works re-edited and changed their titles to "Lovell's Advanced Geography," (1880,) and "Lovell's Intermediate Geography" (1879). In 1881 The Canada Publishing Company issued the "Modern School Geography and Atlas"; in 1883, the "County Map Geography" was published by Messieurs W. J. Gage and Company; in 1885, Mr. W. C. Campbell published the "Canadian School Atlas," Parts I and II; in 1886, "The Elementary Geography" was published by The Canada Publishing Company; in 1887, the "Public" and "High School Geographies" were issued by The Canada Publishing Company.



and Religious Instruction in Schools is the rock on which every attempt hitherto made in England to establish a Public System of Elementary Education has been broken to pieces\*; and the means of solving this question occupied my most earnest inquiries for more than a year in various Countries in Europe, and some States in America. The results of those enquiries, not as embodied in the theoretical discussions, but as practically developed in both Roman Catholic and Protestant countries, are stated in my *Report on a System of Public Elementary Instruction for Upper Canada*, pages 22—52.

### 1. Regulations for Religious Instruction in our Common Schools.

In harmony with what is there stated, I have endeavoured to develop this most important and, at the same time, most difficult department, of our Common School System. With this view the Sixth Section of the Sixth Chapter of the *Forms and Regulations* was prepared, headed *Constitution and Government of Schools, in respect to Religious Instruction*†;—a section which was submitted to both the Protestant and Roman Catholic Bishops of Toronto, as well as to other Clergymen, before its final adoption: and to which no candid Roman Catholic can object, and more than which no enlightened Protestant can reasonably desire.‡ In the same spirit, I addressed a Circular to the Common School Trustees, containing the following counsels and expositions of the Law on this subject:—

On the all-important subject of the Constitution and Government Schools, in respect to Religious Instruction, I desire to refer you to the Forms, Regulations, etcetera, Chapter II., Section 6. The School Law carefully guards against any interference with the rights of conscience, by expressly providing that “no child shall be compelled to read any religious book, or to join in any exercise of devotion to which his or her parents or guardians shall object.” But, by this restriction, the Law assumes that which has been considered by many as above civil authority to enact,—which has been enjoined by Divine Authority,—the provision for Religious Exercises and Instruction in the Schools. The Government does not assume the function of religious instructor; it confines itself to the more appropriate sphere of securing the facilities of Religious Instruction by those, whose proper office it is to provide for and communicate it. The extent and manner, in which this shall be introduced and maintained in each School, is left to the Trustees of each School,—the chosen guardians of the Christian educational interests of the youth in each School Section. If Trustees employ a drunken, a profane, or an immoral, Teacher, they act as anti-Christian enemies, rather than as Christian guardians of the youth of a Christian Country; and, if the atmosphere of Christianity does not pervade the School, on the Trustees chiefly must rest the responsibility. On the fidelity with which this trust is fulfilled by School Trustees are suspended, to a great extent, the destinies of Upper Canada.

### 2. Nature of the Religious Instruction given in our Common Schools.

Thus maintaining inviolately the principles of Christianity, as the basis of our Educational System, each School Municipality, or Section, is authorized to provide, according to its own judgment, the nature and extent of the Religious Exercises and Instruction that shall be observed and given in the School. I am not aware of a single complaint on this subject; and the extent to which the Holy Scriptures are used in the Schools indicates the character both of the people and of the system. It is true, that those who wish the Common Schools to be the handmaid of one, or more, of the

\*It was not until 1870 that an Act was passed, establishing an Elementary School System in England.

†The Regulations, in regard to Religious Instruction in the Common Schools, will be found on pages 299, 300 of the Sixth Volume of the Documentary History of Education in Ontario.

‡The particulars of this consultation, in regard to Religious Instruction in the Schools, are given on page 79 of the Ryerson Memorial Volume, 1889.

Religious Persuasions, or to place the common education of the youth under the exclusive control of the Clergy, may not be satisfied with this system; but, to those who are contented with the inculcation of the doctrines and spirit of the Ten Commandments, the Apostles' Creed, Lord's Prayer, and the discretionary use of the Holy Scriptures,\* will, I am satisfied, regard our Common School System as established upon the proper foundation of the Common Christian faith of our Country, in connection with the common religious rights of all classes of its inhabitants. It is also to be recollected that our Common Schools are not boarding, but day, Schools; and, therefore, they can have nothing to do with those parts of Religious Instruction which belong to the parental fireside and the Christian Sabbath. The churches' and parents' duties are not merged in those of Common, as in that of Boarding, Schools. In Common School Education, therefore, the instructions of the parent and of the Church are to be taken into account, in connection with those of the Common School.

#### VIII.—THE THREE METHODS OF TEACHING IN THE COMMON SCHOOLS.

There are three distinct methods of teaching arising out of the arrangement of pupils in the Common Schools; the Mutual or Individual method, teaching pupils one by one; the Simultaneous method, teaching by classes; the Monitorial method, in which some of the more advanced pupils are employed to teach the less advanced. It is important to know which of these methods is adopted, or how far they are combined, in order to understand the character and efficiency of the Schools.† With this view, I introduced these heads into printed blank forms of local School Reports; but I have reason to believe that the distinctions, in respect to the methods of teaching have not, in all cases, been understood and, therefore, that the entire accuracy of the Reports cannot be relied on.

#### IX.—GENERAL CHARACTER OF THE COMMON SCHOOLS AND TEACHERS IN 1847.

It will be seen by referring to the statistical part of this Report, (Tables and Abstract D), that the Schools are classified as follows:—

1. Good, or first-class, schools;
2. Middle, or second class, schools;
3. Inferior, or third class, schools;
4. Separate, or denominational, schools.

There having been no standard fixed for uniformity of judgment on the different branches taught in the Schools, and the modes of teaching them, and for the uniform classification of Teachers, no very definite idea can be attached to this three-fold classification of the Schools.

##### 1. *The Law provides that Teachers shall be divided into three Classes.*

The 41st section of the School Act of 1846 provides:

That the Teachers who shall receive Certificates of Qualification under this Act shall be arranged in three classes, according to their attainments and abilities, in such a manner as shall be prescribed by the Chief Superintendent of Schools, with the concurrence of the Provincial Board of Education, and the sanction of the Governor-General-in-Council.

\*The Board of Education for the State of Massachusetts have the following remarks on this subject in their Report for 1847:—"It is not known that there is, or ever has been, a Member of the State Board of Education who would not be disposed to recommend the daily reading of the Bible, devotional exercises, and the constant inculcation of the principles of Christian morality in all Public Schools, and it is due to the Honourable Horace Mann, Secretary of the Board, to remember that, in his Reports and Addresses, and in whatever form he expresses his opinions, he proves himself the unshrinking advocate of moral instruction upon Christian principles.

†These various Systems of Instruction are explained in the First Volume of the Documentary History of Education in Upper Canada. See pages 89, 174, 244 and 252 of that Volume.



In the absence of a common standard of attainments on the part of District School Superintendents, and of examinations and decisions by them, in respect to the qualifications of Teachers, this provision of the Act can be but very imperfectly carried into effect.

## 2. *Classification of the Schools in the Districts, and in Cities and Towns.*

At present the classification of the Schools must be considered as the opinion of each District School Superintendent of their standing in regard to other Schools on his District, or in respect to his own judgment of what a Common School ought to be. From the statements of several District Superintendents, I think the classification of the Schools is wholly relative, and has not been determined by an absolute standard.

## 3. *Separate Schools in Cities and Towns Diminishing.*

It appears also that, including all the Cities and Towns, (except the Cities of Toronto and Kingston, from which no reports have been received on the subject), there are only forty-one Separate Schools in Upper Canada. The number of them has been diminishing from year to year. I believe that it is better to leave the Law as it is, in respect to Separate Schools, than to have an agitation arising from the repeal of it.

# X. KIND AND CHARACTER OF SCHOOL HOUSES IN UPPER CANADA, 1847.

No information has heretofore been obtained on the subject of School Houses,—their Kind and Character. This first attempt to ascertain the nature and extent of School-House accommodation in Upper Canada has been more successful than I had anticipated from the beginning; although it will be seen from Statistical Abstracts D and E, that no reports whatever have been received from the Cities of Toronto and Kingston, and that from the Bathurst, Home and London Districts, no returns have been made of the state of School Houses, in respect to repairs, furniture, appendages, etcetera. Information as to the present state and character of the School-Houses is the first step towards their improvement.

1. *Kinds of School-Houses*:—It appears that the total number of Common School-Houses in Upper Canada in 1847 was 2,572; of which 49 were brick, 84 stone, 1,028 frame, and 1,399 log.

2. *Sizes of School-Houses*:—In the Statistical Table and Abstract D, School-Houses are arranged in no less than fourteen classes in respect to size. Allowing an area of at least nine to twelve feet for each pupil, (according to the height of the room),\* the extent of School-House accommodation in each Township, as well as in each Municipal District in Upper Canada, can be ascertained; and that, compared with the number of children of school age, as given in Statistical Table and Abstract A, will show the amount and deficiency of such accommodation in every District and Township respectively.

3. *Condition of School-Houses*:—699 are reported as in good repair; 817 in ordinary repair; 347 in bad repair; 1,705 having only one room; 98 having more than one room; 1,125 suitably furnished with desks, seats, etcetera; 683 not so furnished; only 432 furnished with facilities for ventilation; 1,119 not provided with proper facilities for ventilation; only 357 provided with a suitable playground; 1,378 destitute of a playground; only 163 furnished with privies; 1,571 reported as not so furnished.

## 1. *Very Unsatisfactory State of the School Houses in Upper Canada.*

Having no data on this subject, in reference to former years, I am not able to compare the present with the former condition of School-Houses. I shall not here dwell

\*The least quantity of pure air required for each pupil is estimated, by the best writers on the subject, at from 135 to 150 cubic feet.

upon the intellectual, physical, social and moral evils arising from such a condition of School-Houses. I will only remark, that of so deep importance is the subject considered in the neighbouring States, that the Superintendent of Common Schools for the State of New York concludes his last annual Report on this point with the following recommendation:

"The Superintendent respectfully submits that it is equally right and proper to require the inhabitants of a School district to provide a comfortable School-House, as a condition precedent to the annual apportionment of School Moneys, and it is to require that Schools shall be taught by a qualified Teacher."

4. *Titles of School Sites, School-Houses and Premises*:—The present School Act of 1846 places the legal title of the Common School Property of each District in the Municipal Council of such District,—the local School Trustees having the Property in trust for the time being. Several Councils evinced a praiseworthy vigilance on this important subject; but the reports show that there is no sufficient title for one-third of the Common School Property reported. The Statistical Tables will show the character, condition, titles, etcetera, of School-Houses, so far as they have been reported; in every Township, as well as in every Municipal District, in Upper Canada.

5. *School-Houses built during the year 1847*:—There are no returns on this subject from several Districts, in some of which I know that School-Houses have been built during the year. From the returns it is pleasing to observe that the proportion of log School-Houses is less, and that of stone and brick greater, than that of the School-Houses erected in former years.\*

#### XI. COMMON SCHOOL VISITORS AND THEIR DUTIES.

The visiting of Common Schools is a test of the public interest in popular education, and is a most important means of encouraging and animating both Teachers and pupils in the performance of their respective duties. No impediment to Common School Education has been more formidable and fatal than indifference to it, on the part of the more intelligent and influential classes, or individuals, of the community. To a great extent in this Country, the Common School has been considered as affecting only those who could not otherwise educate their children. Thus the very class of the population who most need prompting, counsel, and assistance in the education of their children, have been mostly left to themselves. The diffusion of universal education, under such circumstances, is out of the question. There is no example of an university educated people, where the more wealthy classes are not identified, in obligation and influence, with the Common Schools. Because a person may not avail himself individually of the Courts of Law, or of the law at all, he is not, on that account, exempted from the obligation of supporting legislation, and the administration of Justice; no more ought he to be exempt from the obligation of supporting Common School Education, because he may prefer a private, or classical, School for his own children. This principle is fully recognized in the Legislative Grant and the District Municipal assessment in support of Common Schools; it is only defective in its application to the principle of imposing School Rate-Bills. And it was with a view of enlisting the active co-operation and influence of the most intelligent persons in each community, on behalf

\*Although plans of School-Houses had been published in the "Journal of Education for Upper Canada" during the years 1849-1875, yet it was nevertheless thought desirable to encourage local enterprise and interest in the matter. So in 1872, therefore, the Chief Superintendent of Education decided to offer, through the "Journal of Education," prizes for the best Designs for various kinds of School-Houses and Block Plans for School Sites. Thirty-one designs and plans were received in competition. To seventeen of these plans prizes were awarded, varying from five to forty dollars each. Thirteen designs and plans were rejected, as not of sufficient merit. In the "Special Report of the Bureau of Education at Washington, Part II, published in 1886, will be found on pages 408-411, a paper on 'School Architecture in Ontario,' 'by Mr. John Dearness, Public School Inspector, County of Middlesex, East, Ontario, Canada.'"



of the Common Schools, that the provision of the Act of 1846 was introduced, constituting Clergymen, Magistrates, and District Municipal Councillors, as School Visitors, and authorizing each of them, as such, to act within their respective Townships or charges, and—

To visit Schools—especially to attend the Quarterly Examinations of Schools, and at the time of such visits to examine the progress of the pupil and the state and management of the School, and give such advice to the Teacher and pupils as they may deem expedient, according to the regulations and directions for Visitors, which shall be prepared by the Chief Superintendent of Schools.

By the 15th and 16th Sections of the Act of 1846, Visitors are likewise authorized to adopt other voluntary measures for promoting the interests of the Common Schools, and diffusing useful knowledge in their respective localities.

The two-fold objection made by some against this provision of the Law, namely, that School Visitors would not act without being paid, or, that they would officiously and injudiciously interfere in school operations, has been entirely obviated by facts. I am not aware of a single complaint of any misuse of any privilege, or power, on the part of any single Visitor in Upper Canada, and the visits of the Visitors to the Schools are more numerous than I had anticipated. It is surely of no small importance to the cause of popular education to bring to its assistance the moral and social influence of the Religious Instructors of the people, as well as that of the local Representatives and the Guardians of public order; and the securing of no less than 3,908 voluntary visits from Clergymen, Magistrates and Municipal Councillors to the Schools, during the year 1847, is an important fact in the history of Elementary Education in Upper Canada, as well as an ample justification of this provision of the School Act of 1846.

#### *1. Number and Kind of Visits Paid to the Schools.*

The largest number of school visits by both District and Township School Superintendents reported for any one year, under the late Act (of 1843), was 6,751; the number of school visits of District Superintendents and Visitors reported for the year 1847, was 7,457,—besides 5,218 visits of other persons, making a total of 11,675 made to the Common Schools in 1847. It appears, from Statistical Table and Abstract E, that, of these visits, District School Superintendents paid 2,549; Clergymen, 1,823; District Councillors, 882; Magistrates, 1,203; other persons, 5,218. Statistical Table E exhibits the number of visits by each of these classes in every Township of Upper Canada; and the Statistical Abstract E presents a view of the same classification of visits in each of the several Municipal Districts. It will be seen that, in one District, the visits of the Superintendents are equal to only two-thirds of the number of Schools; so that more than two hundred Schools, in two Districts, have not been visited by the District School Superintendent at all, during the year. It is, however, gratifying to observe that the Local Superintendents' visits in some Districts far exceed the number of Schools. The Superintendents of the Midland and Johnstown Districts have made the greatest number of school visits during the year,—the former having made 292, and the latter 245. I find the visits of the Clergy in one District, (London,) amounting to 201, and those of the Magistrates in another District, (Johnstown,) to 136. In the State of New York, the Law requires a Summer and Winter visitation on the part of Local Superintendents, and of its importance there can be no doubt. In connection with such visitations, conscientiously and thoroughly performed, the cordial co-operation of the resident Clergy, Magistrates, and others, is of vital importance; and, I have been informed, that the voluntary visits and the Quarterly Examinations have given a new and unprecedented impulse to the Schools in several Districts. I trust that, in the course of a year, or two, this feeling will become general, and that the Common School examination and celebrations will be among the most common and interesting social festivities of the people.

## XII.—QUARTERLY EXAMINATIONS OF THE SCHOOLS REQUIRED BY LAW.

The present School Act requires every Common School Teacher to have, at the end of each Quarter of the year, a Public Examination of his School; of which he shall give notice, through the children, to their parents and guardians, and shall also give due notice to the Trustees and any School Visitors, who may reside in, or adjacent to any, such School Section. Although I am not aware of such a provision existing in any other Common School Law in America, yet I consider it one of the most useful provisions of our own Statute. It is an indirect, but powerful, remedy against the employment of inefficient Teachers; it is well adapted to animate both Teachers and pupils to exertion, to attract public attention to the School, and to excite public interest in its support. In Colleges, and in all well-conducted Public Schools, great importance is attached to periodical examinations; even Conductors of private Seminaries and Schools resort to them, both as means of prompting the efforts of their pupils, and of drawing public support to their establishments. The practice of periodical public examinations cannot fail, therefore, to be eminently conducive to the interests of our Common Schools. The Reports of the District School Superintendents are not specific on that point. I believe, however, that this requirement of the Act of 1846 has been pretty generally complied with. I have heard of the attendance at such examinations being, in some instances, small; but more frequently large and highly gratifying. On such occasions, these examinations have been converted into local School Celebrations, numerously attended by the Clergy and other leading persons of various Religious Persuasions, as well as by the parents and friends of the pupils, accompanied by Addresses, Music, Refreshments, etcetera. Thus, all parties have been gratified, the pupils have been delighted, the Teachers have been encouraged, and a whole neighbourhood has been wrought up and united in a feeling of social oneness, and of lively interest for the success of the School, and the education of their youth. I anticipate very beneficial results, both social and educational, from this provision of the Act of 1846.\*

## XIII.—GRAMMAR AND PRIVATE SCHOOLS.

It appears from the returns made to the Department, that there are 38 Grammar Schools and Academies,—more or less aided by public funds; that there are 96 Private Schools; that, in 40 of these Schools, the elementary Classics are taught, and, in 53 of them, French, Drawing, and Music are taught; that the total number of pupils reported in these Schools is 3,531.

Some of these Schools are spoken of by the District Superintendents in terms of strong commendation. The Conductors of these Schools have received the visits of the District Superintendent with great courtesy, and have evinced much readiness and satisfaction in giving every information respecting their Schools. It appears from these Reports, and making due allowance for their defectiveness, that, at most, only five per cent. of the school-going youth of Upper Canada receive instruction in Public Grammar and Private Schools; and, therefore, that ninety-five out of every hundred of them are altogether depending upon the Common Schools for their education. No stronger illustration can be required to evince the unspeakable importance of the Common Schools, and the paramount obligation of every friend of the Country to elevate their character and promote their efficiency.

## XIV.—DISTRICT MODEL SCHOOLS, AND THEIR OBJECT.

These Model Schools are designed to be examples of what the Common Schools, in their respective Districts, ought to be, in instruction, discipline, arrangements, etcetera,

\*A Paper on "Uniform Promotion Examination on the Public Schools of Ontario," by Mr. "D. J. McKinnon, Public School Inspector, County of Peel, Ontario, Canada," is printed on page 150-153, and one on "The Influence and the Effects of a System of Uniform and Simultaneous Examinations on Schools and Teachers," by Mr. "William Carlyle, School Inspector of the County of Oxford, Ontario, Canada," on page 154-157 of a "Special Report of the Bureau of Education at Washington, Part II, 1886."



and to be open, without charge, to all School Teachers. It will be seen by Statistical Table F., that only three District Model Schools were in operation during the year 1847. Two of these Model School-Houses are built of stone, the other of wood; one of them has only one Room; another has three; and a third has four Rooms. A library is attached to but one of them,—containing only forty-nine volumes; and there were only 110 pupils in the three Schools during the year.

There was advanced out of the Legislative grant, for their support, £90, raised by Municipal Council assessment, £180; and, received from other sources, £106. The salary of one of the Teachers is £70; those of the other two are reported at £150 each. The School Superintendent of the Dalhousie District says—

"In this establishment, the number of pupils has varied from 37 to 64. I have there held Public Examinations of Common School Teachers; and, on some occasions, when reluctant to give them Certificates of Qualification, I have sent them to the Model School Master for information and examination. No charge was ever made to such persons, neither did they make any permanent stay, except one, merely learning the mode of instruction, the nature of the studies, and discipline of the Schools."

The Superintendent of Schools in the Johnstown District says—

"The number of pupils who have attended the Model School in the present year is 28; of that number 13 still remain. The studies pursued are: Reading, Writing, Grammar, Geography, Arithmetic, Book-keeping, Mathematics and Algebra. The School is now held in the stone School House in the village of Frankville, in the Township of Kitley. It is supplied with Globes, School Maps, and a Map of the World on rollers, and a Library of 49 volumes, which have been purchased with the surplus funds since I made my last Report. Much good has been done by the establishment of the Model School in this District. Several Teachers, whose education was, by no means, good, have acquired a sound knowledge of the subjects which are required to be taught in the Common Schools."

The Superintendent of Schools in the Midland District says—

"Almost every Teacher who has attended the Model School for any length of time, is now Teaching with good success."\*

#### XV.—SCHOOL REQUISITES AND SCHOOL LIBRARIES.

With a view of ascertaining the extent of facilities for instruction in the Schools, and for the diffusion of general knowledge by Book Associations, I provided columns in the blank forms of Reports for the returns of School requisites and Libraries. In respect to School Requisites, it will be seen from Statistical Table and Abstract E, that, 486, or about one-fifth of the Common Schools reported, large Maps are hung up; and that in 255, or about one-twelfth of the Schools reported, Black-Boards, etcetera, are provided. As to Libraries in the returns made, three kinds of Libraries are reported,—Common School, Sunday School, and Public Libraries; Common School Libraries 32, containing 2,729 volumes; Sunday School Libraries 33, containing 3,915 volumes; Public Libraries 20, containing 3,960 volumes. I think the reports of Sunday School, if not Public, Libraries, are very defective.

#### XVI.—OPERATIONS OF THE PROVINCIAL NORMAL SCHOOL, TORONTO, 1847.

The establishment of a Provincial Normal School, for the express purpose of giving instruction in the Art of School Teaching, forms a new epoch in the history of popular education in this Country, and is destined, to produce, directly and indirectly, an

\*In the "Special Report of the Bureau of Education," Washington, 1886, Part II., pages 169-173,—there is a Paper on the "County Model School System of the Province of Ontario," by Mr. "John J. Tilley, Inspector of County Model Schools," Ontario, Canada.

amazing and most beneficial change in the whole character of our Common Schools. It is now a settled point among all enlightened Nations and States, that School Teaching is an art that requires to be both theoretically and practically studied and acquired, in order to be successfully and beneficially pursued,—as much so as the art of printing, or building, or the profession of law, or medicine.

As the few examples of self-educated men are no argument against the necessity and importance of Schools, and Colleges; so the instances of able and successful Teachers, without the preparation of a professional training, has been justly considered as no argument against the establishment of Normal or Teachers' Training Schools.

### *1. Normal Schools are Essential in all Educating Countries.*

Thus, in the various States of Germany, in France, Great Britain and Ireland, and the neighbouring United States, provision is made for the establishment of Normal as well as Common Schools, and, in all of these Countries, Normal Schools are, in the largest sense, free schools, giving instruction without charge, and generally furnishing some additional aid to the Pupil-Teachers attending them.

In every Country where Normal Schools have been established, the introduction of them, as a constituent element of the Popular School Systems, has been preceded by much inquiry, and attended with much discussion and delay.

### *2. How much the Upper Canada Normal School is appreciated.*

I know of no Country in which the establishment of this all-important department of the Common School System has been attended with so little delay and opposition as in Upper Canada, and in which its operations, in proportion to the population of the Country and the means expended in its establishment, has been so successful in so short a time. It is only a little more than two years since the first definite and decisive measure was submitted to the Government and Legislature for the establishment of the Provincial Normal School; and it has been already in operation nearly a twelve-month, and is resorted to by upwards of one hundred Candidates for School Teaching, more than nine-tenths of whom have already been Teachers; and not a failure, or difficulty, or even friction, has attended any of the plans adopted for the establishment, the selection of Masters, and the management of the Institution down to the present moment. The whole has been effected within the low estimate of expense originally submitted to the Government; and the attendance of Teachers-in-Training, before the end of the first year's operation, exceeds the maximum of the success anticipated. Thus has this most difficult, as well as most important, branch of Public Instruction been brought within complete and successful operation, under circumstances affording unmingled satisfaction, in respect to the past, and the most sanguine expectations in respect to the future.

### *3. Mode of Putting the Provincial Normal School into operation in 1847.*

The plan adopted for the establishment and management of our Normal School is analogous to that which has been adopted in the State of New York, for the establishment of a State Normal School at Albany; but, with this difference, that a much larger sum was appropriated out of the School Fund of that State, than in Upper Canada, for the establishment and support of the Normal School; the State Superintendent of Schools has greater individual power there than here, in relation to the School;—and we have a Provincial Model School, as part of the Normal School establishment, in which 120 Pupils are taught, and in which each Normal School Student practises teaching an hour a day, during three days of each week, under the direction of the Model School Head-Master,—an essential accompaniment of Normal School instruction, which, I understand, is now being introduced into the Albany Institution, as completely as it has been in ours.



#### 4. *Steps taken to procure Premises for the Normal and Model Schools.*

In my "Special Report" of June, 1847, I detailed the steps which had been taken to procure and fit up the Buildings and Premises formerly occupied as the Residence of the Lieutenant-Governor in Upper Canada, the appointment of a Head-Master, and the selection of suitable Apparatus for the illustration of Lectures in Chemistry and Natural Philosophy. In the Statistical part of this Report, Table G., will be found an account of receipts and expenditures of moneys granted for the Establishment and support of the Normal School. The legislature made a special grant of £1,500 for "procuring and furnishing suitable Buildings." There yet remains to be provided, under this head, the fitting up of the Playground and Gymnastic apparatus in connection with the Model School. It will be seen that there was expended, under this head for the year 1847, the sum of £1,002 12s. 10½d. There were considerable contingent expenses in procuring proper Apparatus, Books, etcetera, at the establishment of the Institution, which will not soon occur again. The Premises and Apparatus are admirably adapted to the objects of the Normal School, as your Excellency was pleased to state, on your personal examination of them during your welcome and gratifying visit to Upper Canada, in the autumn of 1847.

The Establishment consists of the Provincial Normal School proper, and the appended Model Schools. The former, the School of Instruction, by Lecture; the latter, the School of Instruction, by Practice. The pupils of the former are Teachers-in-training; the pupils of the latter are 120 children from the City of Toronto, who pay two-pence a week each. In the former two Professors, or Masters, are employed; in the latter there are two regularly Trained Teachers, under the superintendence of the Head-Master of the Normal School. In the Model Schools each of the Students of the Normal School, under proper oversight and direction, teaches an hour a day, during three days in the week; so that from six to twelve Pupil-Teachers are employed in the Boys' Model School during the greater part of the time. The Model School is designed to be a practical exemplification of the system of school teaching and discipline practiced in the Normal School.

The Model School was opened in February last, (1848,) and the applications for admission into it have, from the beginning, been far more numerous than could be entertained.

#### 5. *The Opening of the Normal School in November, 1847.*

The Normal School was opened on the first of November 1847, in the presence of a large number of influential Gentlemen from different Municipal Districts of Upper Canada. After a brief explanatory statement by the Chief Superintendent of Schools, the Head Master, (Mr. T. J. Robertson,) delivered an admirable introductory Address, on the "Importance of Normal School Instruction," and the system intended to be pursued in the Upper Canada School; and Mr. H. Y. Hind, (late Scholar of Queen's College, Cambridge), Mathematical Master and Lecturer in Chemistry and Natural Philosophy, gave an able and lucid explanation of the subjects of instruction appertaining to his own department, and of their adaptation to the pursuits and employments of the people of this Country. Twenty students presented themselves, with the requisite certificates of character, etcetera, at the opening of the Normal School; but their number increased in a few weeks to fifty-four.

The first Session of the Institution was closed in the middle of April, (1848,) by a public examination, which, notwithstanding the disadvantages incident to the first session of a new Institution, gave the highest satisfaction to the many distinguished and intelligent Gentlemen who witnessed it, and received the unanimous and warm eulogiums of the public press.

The second, or present, Session commenced in the middle of May, 1848; and there are now 118 students in attendance, of whom 20 are Females;—a Female Department having been established at the commencement of this Second Session. Upwards of

ninety of the present students have been Teachers of Common Schools, and came to the Normal School to qualify themselves better for the duties of their profession.

#### 6. *The Subjects of Instruction in the Normal School.*

The Head Master gives instructions in the Elements, and Philosophy, of Grammar, Orthography, Composition, Art of Reading, Rudiments of Logic, Geography, Mathematical, Physical, and Political, with rudiments of the Use of the Globes, Elements of General History, Linear Drawing, Mulhauser's System of Writing,\* Rudiments of Trigonometry, with a view to Land Surveying with the Theodolite, Art of Teaching, with daily teaching in the Model School, mode of teaching the National School Books. The Mathematical Master gives instruction in the Science and Practice of Arithmetic, including the use of the Logarithm Tables, Algebra, as far as Quadratic Equations, the Progressions and the Binomial Theorem, inclusive, Geometry, six books of Euclid, Heat, Electricity, Galvanism, and Magnetism, Mechanics, Hydrostatics, Pneumatics, Animal and Vegetable Physiology, Elements of Astronomy and of Agricultural Chemistry. Animal Physiology is treated of in special reference to the laws of health, and the proper means of preserving it, with various practical observations on the Ventilation and Temperature of School-Houses. Under the head of Mechanics, besides a general exposition of the five Mechanical Powers, isolated and confined, the Steam-Engine, the Locomotive, the different varieties of Pumps and Hydraulic Engines have been practically illustrated and explained. Agricultural Chemistry, that important science, (as far as time will permit,) is treated in special reference to the Soils, Climate, and Productions of this Country, illustrating particularly the mode in which experiments of an agricultural character should be conducted. During the present Summer Session, upwards of fifty Agricultural Experiments are being made on the grounds attached to the Normal School, under the direction of the Mathematical Master, whose taste for Horticulture and Agriculture is not less ardent than his talents as a Mathematician and Lecturer are pre-eminent. The Grounds are placed under his immediate care, and the students derive no small advantage from his refined taste and rural sympathies; and I must not omit to add, that regular instruction is given by a competent person specially employed in Vocal Music, according to the German system of Wilhelm, as anglicized by Hullah, under the sanction of Her Majesty's Privy Council Committee on Education. This system is specially adapted for popular use, and it has been formally recommended by the Governments of France and England.†

#### 7. *Remarks on the Proper Mode of teaching these Subjects.*

It is scarcely necessary for one to remark, that the mode of teaching these subjects is of the most thorough and practical character, exercising the powers of perception, understanding, and judgment, rather than burthening the memory; elucidating the reason of rules, rather than merely teaching rules themselves, inculcating the habit of thinking, of investigation, of reasoning, and not of a lavish reliance upon the recollection of rules, or upon their authority; and enforcing and illustrating the whole, in connection with the future duties and profession of the students. Mr. Robertson, the Head Master, from his high talents and qualifications as a Teacher, his long experience, and standing as a School Inspector, under the National Board of Education in Ireland, is most admirably adapted for the varied and important instructions and duties which appertain to his department, as a Teacher, and to his position as Head Master; and

\*On the importance and advantages of this system of writing which has been officially sanctioned and recommended by the French and English Governments, see Report on a System of Public Elementary Instruction for Upper Canada, on pages 172-176 of the Sixth Volume of the Documentary History of Education in Upper Canada.

†Respecting some characteristics of this system, the manner in which it has been adopted in France and England, together with the great advantages connected with the teaching of Vocal Music in Common Schools, see Report on a System of Public Elementary Instruction for Upper Canada, on pages 186-189 of the Sixth Volume of the History of Education in Upper Canada.



Mr. Hind, to the qualifications already mentioned, unites the rare advantage of a practical acquaintance with the thorough and profound German system of teaching the exact sciences, and the different branches of Natural Philosophy, having attended lectures two years in the celebrated Royal Commercial School at Leipzig, in Germany. The Provincial Normal School is also provided with excellent Models, and Apparatus for illustrations and experiments in the course of lectures, or rather teaching by lecture; that is, blending continuous examinations with oral lectures. The immense advantages to the students themselves of such a preliminary course of training, and the benefits to the Province at large of sending out annually from 150 to 200 Teachers, thus prepared, into its various Municipal Districts, can be more easily conceived than described. A process of this kind, for a few years, will render our Common Schools worthy of being the "Schools of the People."

#### *8. Provision for Religious Teaching in the Normal School.*

It is also worthy of special remark, that every Friday afternoon, from two to four o'clock, is devoted to Religious Instruction, when the Clergy of the several Religious Persuasions attend, and give such courses of Religious Instruction to the members of their respective Churches as they judge expedient. This arrangement is found to be both convenient and satisfactory, and, I have no doubt, very beneficial. The students are also required to attend their several Places of Worship on the Sabbath.

#### *9. Terms of Admission to the Normal School, and Weekly aid to Students.*

The Terms of Admission, which, after mature deliberation, were adopted by the Board of Education, will be found in the Appendix to this Report; as also the General Rules and Regulations.

In a printed Circular, dated the 4th of August, 1846, the Board announced, as a Regulation applicable to all students "a trial of three months as to capacity and disposition both to learn and to teach.\*" The Board has extended this condition to the whole period of the student's attendance, so that if at any time any student relapses in his application, and manifests inattention to his studies and duties, the weekly assistance is no longer allowed him, the Board being determined to expend whatever means the Legislature has placed, or may place, at its disposal, with the most careful economy, and to advance most effectually the objects of Normal School Instruction in Upper Canada. The aiding of students to the amount of five shillings a week each, in addition to providing them with Books and giving them instruction, has been adopted after the example of the Executive Committee of the New York State Normal School at Albany, and from the circumstances that too little encouragement is given to Common School Teachers. The continuance of it must depend upon the liberality of the Legislature, as this expenditure was not taken into consideration, when the original estimate of the probable current expenses of the Institution was laid before the Government. But I know of no way, as the experience of other Countries has shown, in which so much may be done to promote directly, and indirectly, the great interests of sound popular education; in some Countries of Europe all the expenses of Normal School students are defrayed by the Government.

#### *10. The Condition, requiring Students to continue Teaching for a fixed period, is reasonable.*

The only point on which, as far as I know, any doubt or apprehension has been expressed, relates to the declaration required by the Board from candidates for admission to the Normal School respecting their intention to teach School, and that their object in coming to the Normal School is to qualify themselves better for that profes-

\*The part of the Circular here referred to will be found on page 238 of the Sixth Volume of the Documentary History of Education in Upper Canada.

sion. It has been supposed by some, that this voluntary obligation of morality and honour is not sufficient to secure the Students to the profession of School Teaching. The reply is, that this condition is the same as is required by the authorities of Normal Schools in the neighbouring States, where the temptations and habits of varied enterprise and adventure are more common and powerful than in this Country; that it is better for a man to pursue any profession as a freeman than as a slave; that, if a man does not pursue School Teaching voluntarily, he will not do so successfully and usefully; that it has been found, by actual experiment, that those who have regularly qualified themselves for School Teaching do, as a general rule, follow it, and that in the few instances of their being compelled, or induced, to leave the profession, they are not altogether lost to the interests of Common Schools. On this point it will be sufficient for me to quote the following statements and remarks of the Executive Committee for the Management of the New York State Normal School, in their Report of January, 1847;—

*11. Experience of the New York State Normal School in this Matter.*

"It is found, upon examination of the School Register, that since December 18th, 1844, 508 students have attended the State Normal School for a longer, or shorter, period. Of this number 178 are now in the School; 6 have died; 14 were found to be incompetent for teaching, and were, at an early day, advised to engage in other pursuits; 11 left on account of ill health, unfitting them alike for study and teaching; and 29 left at an early period of their connection with the School, relinquishing for various reasons the purpose of teaching. If these numbers be added together their sum will be found to be 338; and, if this last number be subtracted from the whole number on the School Register, the remainder to be accounted for is 270. Of these 270, 144 are Graduates of the School; and the Committee know, that 129 of them have been engaged in teaching since their graduation; and of the remaining 15 Graduates, one has died, and the rest, with the exception of 4, are believed to be teaching, though no definite knowledge of their pursuits has been obtained. It may also be proper to state, that those persons, who have not been heard from, were Graduates of last term, and sufficient time has scarcely elapsed to afford an opportunity of learning their pursuits. Of the remainder of the 270, numbering 126, who left the School prior to graduation, nearly all, on leaving, declared that it was their intention to teach; 84 are known to have taught since they left, and but few of the others have been heard from. Thus, it appears, that the State Normal School has sent out 213 persons, who, when heard from, were actually engaged in teaching. In many instances, also, accounts have been received of the manner in which these Students were acquitting themselves as Teachers, and the Committee are happy to say that, as far as heard from, they are giving great satisfaction.

"From these statements it will appear that the assertion is without facts to warrant it, that the Students of the School do not design to teach. The most of those who have gone forth, and were competent to teach, are actually and successfully engaged in teaching. Furthermore, the Committee have the facts to prove that four-fifths of the pupils who have entered the Normal School had taught before they came to it, and this, independent of the facts above named, would justify the presumption that, in coming to the Normal School, they wished to fit themselves the better for the work of teaching, and expected to devote themselves to it; for why would they come to a School, the exercises of which are designed for the benefit of Teachers, unless they wished to fit themselves to become such.

"It appears, therefore, to the Committee, that the Normal School must do great good, because it has already done much. It has sent out 213 persons, (the most of whom had taught school before,) with higher aims, increased order, more extensive acquirements, and with greater aptness to teach than it found them; facts prove this to be true, and what has been already done can be done again, and it is confidently believed it will be.

"But thus far, the indirect good influence of the Normal School has been greater than the direct influence. The pupils returning to their homes, have awakened a deeper



interest in the subject of education in their own Counties. The Teachers have, in general, received them kindly; no jealousies have been awakened, and whatever improvement the 'Normals' could suggest, or information they could give, was kindly received, and turned to good account.

"A pleasant spirit of emulation has also been excited in some Counties. The Teachers have sought to surpass the Normal pupils, by having better Schools than they, and thus an honest rivalry has been excited, all striving to do their best.

"Hence it would seem that, independent of actual teaching in the district Schools, the Normal Students are making a deep and salutary impression upon every portion of the State. Furthermore, the community at large is becoming convinced that Normal Schools are valuable; nay, necessary. Hence, independent Schools of this kind are already instituted, and it is hoped and believed, that more will be instituted. This is well, very well. It is just what was hoped for; and if the State Normal School did no more than to excite attention, and cause ten, or twenty, independent Normal Institutions to be started through the State, the money and time and labour expended, in its formation and guardianship, would be a most profitable outlay."\*

#### XVII.—GENERAL RESULTS ARRIVED AT IN UPPER CANADA IN 1847.

It would be too much to expect any very marked results in advance for the first year's operations of the School Law of 1846, against the misconceptions, prejudices and oppositions, which, as the School history of all Countries shows, has invariably attended the introduction of any general law on the subject, and under the disadvantages common to the working of every new law, the entire efficiency of which, with the bare exception of the apportionment of the Legislative School Grant, depends upon the voluntary action of the people themselves, in their local District, or School Section, Municipalities, or isolated domestic and individual relations. The Common School proceedings of the year 1847 may, therefore, be considered as the voluntary educational development of the public mind of Upper Canada, during the first year's operations of the present School Act of 1846, and the Common School System founded under it; and the preceding portions, and accompanying Statistics, of this Report show that development has resulted in an increase of local Assessment, of local Rate-Bills, of attendance of pupils at the Schools, and of the collection of a mass of information, which, however, defective in some of its details, is of a varied and most important character, and will serve as the basis of useful inquiries, calculations and improvements in the Common Schools of every Municipal District in Upper Canada.

##### 1. *Evidence of satisfactory progress in the future.*

In addition to this, and apart from the successful establishment of the Provincial Normal School, I think every intelligent man of any party will bear witness, that a greatly increased interest has been created among the people at large, on the importance and character of Common School Instruction; and that this, after all, is the object of the greatest importance, and the most difficult of accomplishment in laying the foundation of a system of universal education. The difficulty in this respect is still widespread and lamentable; but it is a cause of congratulation that it is very much less than heretofore, and that an organization and interest have been commenced, which, if fostered and encouraged, promise auspicious developments and beneficial results in the future.

##### 2. *Personal reports of Local District School Superintendents.*

I regret that only some of the District Superintendents of Schools have accompanied their Statistical Reports with general remarks. I will here insert extracts from those

\* "The Normal Schools and Their Work in Ontario" is the title of a paper in the "Special Report of the Bureau of Education," Part II., pages 223-229, by Mr. Joseph H. Smith, Public School Inspector, County of Wentworth, Ontario, Canada, published at Washington, in 1886.

which have been forwarded to me of a general character; and, as such, they may, perhaps, be regarded as indicating what is common to the Country at large, on the subjects to which they refer.

If those for next year are more complete I will insert extracts from them, so as to show at the outset what was the general character of the education in the rural Municipal Districts of the Province. They need not be repeated except at intervals.

The Common School Superintendent of the Dalhousie District, (the Honourable Hamnett Pinhey,) says:

"I have to add, that, although, the School Houses in the rural parts of this District are still below mediocrity, as to their construction, furniture and convenience, and the Teachers, in many instances, are far from being efficient, but of good moral character and application to their duties; the School Trustees, instead of being the most intelligent among the Settlers, are, most generally, the most untutored; yet, upon the whole, a valuable improvement has been effected, and is progressing, as is also the desire for general education; and I believe it would be greatly encouraged by the circulation of an Educational Journal."

The School Superintendent of the Bathurst District, (the Reverend James Padfield,) remarks:

"So far as I have had an opportunity of judging, I believe Common School Education to be gradually progressing toward a better state than formerly in this District."

The School Superintendent of the Midland District, (Mr. John Strachan,) noted for his industry in School visiting, etcetera, says:

"I am happy to state, that the Schools in general are improving, and that parents now take a far more lively interest in them than formerly. Public Examinations of the Schools are generally very well attended, especially where there is a good Teacher. I consider that where the Visitors have done their duty, it has been attended with very beneficial results in stimulating Teachers, parents and pupils. It is impossible, as yet, to get a properly qualified Teacher for every School; but I trust that the time is not distant when all, who are willing to pay for a good Teacher, may have one. Almost every Teacher, who has attended the District Model School for any length of time, is now teaching with good success."

The School Superintendent of Prince Edward District, (Mr. Thomas Donnelly,) writes:

"Our Schools, I am happy to be able to say, are, on the whole, improving: some of them are in a highly satisfactory condition, and would, I think, suffer nothing in comparison with the Schools of any District in the Province; and, though the number of such Schools is, at present, small, I confidently anticipate an increase, as their good effects, in the neighbourhoods in which they are established, cannot fail to be seen by the most unobserving.

"I have much pleasure in stating that the admirable series of Reading Books published by the Irish National Board, are coming into extensive use in this District. Wherever they have been introduced they have, I believe, given satisfaction;—they are calculated to improve the head as well as the mind—to render knowledge attractive to the scholar, and to facilitate the labour of the Teacher; many of the books, indeed, might be read with advantage by children of a larger growth."

The School Superintendent of the Victoria District, (Mr. William Hutton,) states:

"The improvement from last year has indeed been very great. The number of children attending the Schools has increased ten per cent., and the knowledge acquired, whilst there, has increased fifty per cent. The surveillance of a School Superintendent adds a wonderful stimulus to the Teacher; and the change from the old "hum-drum"



system to an intellectual one has done a world of good. The Irish National School Books, too, have been very generally adopted; and they cannot be used by any Teacher, however dull, or stupid, without leading the child to think for itself,—to become interested in its work,—to read intellectually; and this is the grand point to be attained, to teach the child to think for itself. I have done as much as I possibly could to consign to disuse the unmeaning, the unintelligible and enslaving columns of the Spelling-Book,\* and to show the proper use of those invaluable National Text Books; and I am happy to know that I have been very successful in this matter. In my tour this Winter, I found fifty of these National School Books in use, where there was not one in use before, (in 1846); and the sale of them in Belleville has been very large; very much, however, remains to be done, and I have no doubt that under this very Act (if people only have a little patience to allow it to be better understood,) those who have interested themselves in the good work of educating the people, will have the satisfaction of knowing that not a single sane adult now under twelve years of age will in a few years hence be ignorant of reading and writing,—the machinery by which to acquire education."

The School Superintendent of the Newcastle District, (Mr. Benjamin Hayter, R.N.), observes:

"The Common Schools in this District are being greatly increased, and many of the Trustees are actuated by a laudable spirit, and are anxious to introduce the National Series of School Books. Wherever these Books are used, great improvement is visible, even in the discipline of the schools."

The School Superintendent of the Colborne District, (Mr. Elias Burnham,) remarks:

"With respect to the state of the Common Schools in this District, I regret that I cannot speak of any material improvement therein during the past year. But I must, however, bear witness to the desire manifested by all classes of people to avail themselves of the benefits of education, and of their uniform conviction of the advantages of giving their children the means of obtaining knowledge at any cost. The public mind, in this respect, has undergone a most salutary change during the last four years. The apathy and carelessness which formerly prevailed have given way to activity and energy; and the prevailing desire now is to extend and advance knowledge, and to instruct and enlighten the rising generation in the principles and practice of a sound education. I augur well for the future. I can discover unmistakable indications of the right direction of the public mind in regard to our Schools, and of the necessity of their more general and liberal support; and I feel satisfied that, within a very short period, the most gratifying evidences of progress in this respect will mark every part of this fine and rapidly increasing District. During the year 1847, general harmony appears to have prevailed among all the Schools of this District,—at least, no complaints were made to me. I look upon this as auguring well for the intelligence and interests of the people. It shows that private differences have been made to give way to the general advantage, and, that individual, or local prejudices, or feelings, have not been allowed to mar the prosperity of the Schools. May it ever be so!"

The School Superintendent of the Simcoe District, (Mr. Henry Adolphus Clifford), observes:

"It is somewhat cheering, and prophetic of a better state of things, to compare the present state of things, and the present state of the Schools in this District with that which characterized them six years ago. Then there were scarcely any Schools in continuous operation but those of West Gwillimbury and Tecumseth, the two oldest and

\*See Chief Superintendents' remarks on this subject on page 170 of the Sixth Volume of the Documentary History of Education in Upper Canada.

most wealthy Townships in the District, and, even in these places, much improvement has lately been made; and new, and, in many cases, commodious, School-Houses are springing up in all parts of the County. Neither is there now any inhabited Township without one or more Schools, according to its population. The character of the Schools is, in many cases, changing for the better; and I am most happy to say that, among the Teachers generally, a great desire for improvement has been evinced. Many of them I believe intend spending some time at the Normal School during the summer; and the advantages to be there derived must eventually be productive of the greatest benefits in all parts of the Province."

The School Superintendent of the Talbot District, (the Reverend William Clark), states:

"The National Series of School Books, are very generally introduced. We have not more than ten thoroughly good Teachers, who hold general Certificates. Hence, I regard the opening of the Normal School as a great desideratum; and trust that, through the providence of God, it will be sustained, and prove a great blessing to the Country. To Mr. Robertson, (Head Master of the Normal School), we feel under great obligations for his cheering visit at the close of the year for the purpose of enlightening us on the subject of teaching; many of the Teachers gratefully mentioned his name."

The School Superintendent of the Niagara District, (Mr. Dexter D'Everardo), concludes his Report with the following remark:

"I will avail myself of this opportunity to observe that our Schools, as a whole, were never in a more flourishing condition than they are at present."

The School Superintendent of the Wellington District, (Mr. Alexander Allan, A.M.), states:

"Although there is a falling off in some of the Townships, yet it is gratifying to find that in the whole District, there is a considerable addition to the number of scholars beyond that of former years, and about one-third part more than the increase of the population in 1847. I have likewise to report that the School Trustees, in general, are more desirous to have qualified Teachers, and are more disposed to pay them better salaries than hitherto. This I consider a matter of great importance to the progress of education in this part of the Province."

The School Superintendent of the Huron District, (Mr. John Bignall), says:—

"I have great happiness in stating that the Common Schools throughout this District are fast and greatly improving, and are assuming a totally different character from what they bore some years back. A liberal spirit is generally manifesting itself in school matters, which I trust will not fail to introduce a superior class of Teachers. The want of suitable Text Books has hitherto been a considerable drawback, but there is every probability of the difficulty being soon obviated by the liberality of the Municipal Council, which has ordered a Hundred pounds' (£100), worth of the National School Books."

#### XVIII. MISCELLANEOUS REMARKS ON THE FOREGOING LOCAL SCHOOL REPORTS.

In regard to the various returns contained in this Report, it is worthy of remark, that, being defective they nevertheless exhibit the state of public elementary instruction in Upper Canada somewhat below the reality.

##### 1. *Encouraging character of the local efforts now being made.*

The facts of this Report also show with what readiness and cordiality the great body of the inhabitants of Upper Canada have availed themselves of the first facilities



and encouragement, afforded them by the Government and Legislature, for the education of their children, and the great advances which have been made in a few years toward the establishment of a general System of Common Schools. It is likewise very clear, from these facts, that the attacks made upon the present School System and Law are but the expression of the feelings of individual writers, and no indication of the sentiments and spirit of the Country.

### *2. Condition of the Schools in Cities and Towns.*

In this Report I have not specially referred to Common Schools in Cities and Incorporated Towns, as the Act of 1847, under which they are to be organized, did not come into operation until the commencement of the current year, 1848.

### *3. Provision for Denominational, or Mixed, Schools.*

I addressed a Circular to the Heads of City and Town Corporations on the provisions of this Act, and the best means of efficiently and economically organizing Common Schools in Cities and Towns. There is one provision of this Act, of 1847, on which I desire to offer a few words of explanation. I refer to the power which it gives to the School Authorities of each City and Town to establish Denominational, or mixed, Schools, as they may judge expedient. It has not perhaps occurred to those who have commented on this feature of the law, that a similar provision, under a much more objectionable form, has been incorporated into each of the three Common School Acts for Upper Canada, which have been passed since 1840: (in 1841, 1843 and 1846). It has been provided in each of these Acts that any ten householders of any School Section can demand a Separate School, and a portion of the School Fund to support it. I have never seen the necessity for such a provision, in connection with any section of the Common School Law, which provides that no child shall be compelled to read any religious book, or attend any religious exercise contrary to the wishes of his parents or guardians; and, besides the apparent inexpediency of this provision of the law, it has been seriously objected to as inequitable, permitting the Roman Catholic Persuasion to have a Denominational School, but not granting a similar right, or privilege, to any one Protestant Persuasion. It has been maintained that all Religious Persuasions should be placed upon an equal footing before the law; that, although several Protestant Persuasions may be agreed as to the translation of the Scriptures which should be used, they are not agreed as to the kind and extent of the Religious Instruction which should be given in a School,—the very object contemplated in the establishment of a Separate School; and, therefore, each Protestant Persuasion should be placed upon the same footing with the Roman Catholic Persuasion. This is the case, under the provisions of the City and Town School Act, and, therefore, the Authorities of no Religious Persuasion have opposed, or petitioned against, it, as some of them did against the previous School Act. But the City and Town Common School Act of 1847 does not give the power of any one Religious Persuasion, much less to any ten householders of it, to demand a Separate School: that power is taken from all Religious Persuasions, and given to the Public School Authorities, appointed by the elected representatives of each Town, or City.

Under this Act, the efficiency of an existing Common School cannot be destroyed, and the interests of such Section divided, at the pleasure of any ten sectarian householders. The Authorities, who are responsible for all the Schools in each City, or Town, and for the means necessary to support them, are to judge whether any Denominational School at all is expedient—where it may be established, if permitted, and what amount of support it shall receive; nor does this Act of 1847 permit the election of any sectarian School Trustees, nor the appointment of a Teacher of any Religious Persuasion, or such, even for a Denominational School. Every Teacher of such School must be approved of by the Town, or City, School Authorities. There are, therefore, guards and restrictions connected with the establishment of a Denominational School

in Cities and Towns, under the new Act, which did not previously exist; it, in fact, leaves the applications, or pretensions, of each Religious Persuasion to the judgment of those who provide the greater part of the local School Fund, and relieves the Government and Legislature from the influence of any such sectarian pressure. The effect of this Act has already been to lessen rather than increase Denominational Schools, while it places all Religious Persuasions upon the same legal footing, and leaves none of them any plausible ground to attack the School Law, or oppose the School System. My *Report on a System of Public Elementary Instruction for Upper Canada*, as well as various decisions and opinions, which I have given, amply show, that I am far from advocating the establishment of Denominational Schools; but I was not prepared to condemn what had been unanimously sanctioned by two successive Parliaments, (videlicet in 1841, 1843 and 1846) and in adapting that provision to the present system of Schools in Cities and Towns, I know not how it can be placed upon a more equitable and less exceptionable footing.

*May it Please Your Excellency:*

I beg, in conclusion, to refer to the copies of printed Circulars, given in the Appendix to this Report,\* as to the spirit and manner in which I have endeavored to carry the Common School Law of 1846 into effect, in regard to Districts, Cities and Towns. In addition to actual experiment, the law has been subjected to an unprecedented test of popular inquiry and criticism. At Public School Meetings, held during the last autumn in the various Districts of Upper Canada, I invited all parties concerned to make any objections, inquiries, or suggestions, they might think proper, respecting the provisions of the Common School Act of 1846. The result of these conversations is stated in an Appendix to this Report.† At those Meetings several valuable suggestions were made, as to amendments in certain provisions of the present School Law; my own experience and observation have suggested several others. I am required by the Act to submit to Your Excellency such plans, statements, and suggestions for the improvement of Common Schools, and relating to education in Upper Canada, as I may deem useful and expedient; but I think it will be more convenient and advisable for me to submit such plans and suggestions in another document, which I hope to lay before Your Excellency very shortly.

TORONTO, August, 1848.

EGERTON RYERSON.

STATISTICS OF THE CHIEF SUPERINTENDENT'S REPORT FOR 1847.

The School Statistics appended to the Annual Report of the Chief Superintendent of Education for Upper Canada, for the year 1847, extend, in a printed form, from page 24 to page 75, inclusive. Each of these Statistical Tables was carefully compiled by the Editor of the Documentary History of Education in Upper Canada.

I append to the foregoing Report of the Chief Superintendent only the more important of these Tables. The final Table (the "General Statistical Abstract") gives a comprehensive view of the comparative growth of our Common Schools in the years 1842, 1843, 1844, 1845, 1846 and 1847. The statistics in this Table present a somewhat hopeful outlook as to the future, considering the great difficulties then encountered, in making the advance which characterizes these years. I only insert the first two in this, my first Report, as a sample.

\*These Papers are referred to in a note on page 22, Volume XIII., of the Documentary History of Education in Upper Canada.

†See also Chapter XV., pages 133-139 of the same Volume.



## GENERAL ABSTRACT OF

Name of Districts and Cities.	Total.		Apportionment from Legislative School Grant.	Equivalent amount assessed by District Municipal Council.	Amount of this received from Township Collectors.	Amount imposed by Trustee Rate Bill.	Amount received from Trustees' Rate Bill.
	Number of School Sections.	Number of Schools in Operation.					
Eastern.....	193	178	£ 1,258 17 6 $\frac{1}{2}$	£ 1,276 13 3	£ 1,257 5 9 $\frac{1}{2}$	£ 2,036 3 2 $\frac{1}{2}$	£ 1,653 9 9 $\frac{1}{2}$
Ottawa.....	48	37	215 0 6 $\frac{1}{2}$	291 7 1	251 7 1	466 13 1 $\frac{1}{2}$	466 13 1 $\frac{1}{2}$
Johnstown.....	217	198	1,439 12 10	1,600 0 0	1,458 18 4 $\frac{1}{2}$	2,169 3 0	2,141 10 8
Bathurst.....	155	120	778 2 6	1,034 18 10 $\frac{1}{2}$	782 13 6 $\frac{1}{2}$	1,509 1 6 $\frac{1}{2}$	1,031 3 5 $\frac{1}{2}$
Dalhousie.....	82	61	500 5 2	500 5 2	500 5 2	635 18 6	369 19 8
Midland.....	183	165	1,129 6 10 $\frac{1}{2}$	1,214 12 8	1,214 12 8	1,683 11 5	1,680 7 8
Prince Edward.....	105 $\frac{1}{2}$	98	550 7 2 $\frac{3}{4}$	550 7 2 $\frac{3}{4}$	212 8 0	1,320 3 1	998 16 0 $\frac{1}{2}$
Victoria.....	130 $\frac{1}{2}$	103	645 1 3 $\frac{1}{2}$	672 11 5 $\frac{1}{2}$	603 0 0 $\frac{3}{4}$	931 6 0 $\frac{1}{2}$	759 12 4
Newcastle.....	171	171	1,426 18 2 $\frac{1}{2}$	1,484 9 9 $\frac{1}{2}$	1,484 9 9 $\frac{1}{2}$	3,125 13 8 $\frac{1}{2}$	2,878 9 4 $\frac{3}{4}$
Home.....	213	300	2,585 7 0 $\frac{1}{2}$	2,751 14 3	2,751 14 3	4,363 9 5 $\frac{1}{2}$	3,750 16 8 $\frac{1}{2}$
Colborne.....	101 $\frac{1}{2}$	73	620 14 4	660 19 11	205 14 4	683 15 11 $\frac{1}{2}$	351 3 10 $\frac{1}{2}$
Simcoe.....	109 $\frac{1}{2}$	83	648 3 7 $\frac{1}{2}$	630 5 0	603 13 4	1,004 5 6 $\frac{1}{2}$	557 7 7
Gore.....	213	200	1,887 7 1 $\frac{1}{2}$	1,937 16 6	1,937 16 6	3,982 17 9	3,170 9 11
Niagara.....	181	183	1,283 4 7 $\frac{1}{2}$	2,009 0 0	1,097 3 11	2,785 15 10 $\frac{3}{4}$	2,452 4 10 $\frac{1}{2}$
Talbot.....	109	109	56 16 10 $\frac{1}{2}$	823 13 10	823 13 10	974 5 9	892 18 2 $\frac{1}{2}$
Brock.....	168	148	728 4 6 $\frac{1}{2}$	858 14 3 $\frac{1}{2}$	858 14 3 $\frac{1}{2}$	1,677 16 1 $\frac{1}{2}$	1,416 1 11 $\frac{1}{2}$
Wellington.....	104	104	756 12 0	864 10 3	821 9 8	1,625 18 2 $\frac{1}{2}$	1,265 4 4 $\frac{1}{2}$
London.....	230	195	1,439 16 10 $\frac{1}{2}$	1,553 16 2 $\frac{1}{2}$	1,553 16 2 $\frac{1}{2}$	1,798 2 9	1,798 2 9
Huron.....	54	41	307 9 4 $\frac{1}{2}$	571 4 7 $\frac{1}{2}$	571 4 7 $\frac{1}{2}$	441 19 1 $\frac{1}{2}$	364 15 7
Western.....	168	134	998 9 10 $\frac{1}{2}$	998 9 10 $\frac{1}{2}$	974 6 10 $\frac{1}{2}$	1,659 10 3	1,506 15 8 $\frac{1}{2}$
Toronto.....	15	16	467 12 5	467 12 5	467 12 5	958 4 11	958 4 11
Kingston.....	4	10	182 19 8 $\frac{1}{2}$	202 0 0	202 0 0	80 2 4	80 2 4
Total for 1847..	3,055	2,727	20,516 10 7 $\frac{1}{2}$	22,955 2 8	20,634 0 8	35,913 7 7 $\frac{3}{4}$	30,543 10 5 $\frac{1}{2}$
Total for 1846..	2,925	2,589	20,851 19 9	21,871 16 5 $\frac{3}{4}$	.....	2 0 0	29,385 12 3 $\frac{3}{4}$
Total for 1845..	3,094	2,736	20,962 0 0	22,135 0 0	.....	.....	32,622 6 7 $\frac{1}{2}$

### STATISTICAL TABLE A FOR 1847.

Former years School Fund balances added to Government apportionment.	Total amount available for Teachers' Salaries.	Total amount paid to Teachers.	Balance still unpaid to Teachers.	Balance reported in District Superintendent's hands.	Total Annual Salaries of Teachers.	Average Annual Salary of Teacher.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
275 4 8	4,444 17 9 <sup>1</sup> / <sub>2</sub>	3,893 3 4	551 14 5 <sup>1</sup> / <sub>2</sub>	262 12 7 <sup>1</sup> / <sub>2</sub>	5,661 17 0	32 0 0
53 4 10 <sup>3</sup> / <sub>4</sub>	1,016 0 7 <sup>1</sup> / <sub>2</sub>	971 13 7 <sup>1</sup> / <sub>2</sub>	44 7 0	17 15 7	1,080 10 0	32 0 0
112 5 5 <sup>1</sup> / <sub>2</sub>	5,152 7 4	4,933 13 1	218 14 3	220 12 6 <sup>1</sup> / <sub>2</sub>	6,752 10 0	34 2 6
129 2 3	2,721 1 9	2,154 2 2 <sup>1</sup> / <sub>2</sub>	566 19 6 <sup>1</sup> / <sub>2</sub>	54 10 2 <sup>1</sup> / <sub>2</sub>	3,684 10 0	30 14 0
817 19 5	2,187 8 5	1,573 5 5	614 3 0	.....	2,348 0 0	39 0 0
25 0 0	4,049 6 9 <sup>1</sup> / <sub>2</sub>	3,997 8 9	51 18 0 <sup>1</sup> / <sub>2</sub>	.....	6,121 13 0	37 2 0
233 3 10 <sup>1</sup> / <sub>2</sub>	1,994 15 3 <sup>3</sup> / <sub>4</sub>	1,852 12 7 <sup>1</sup> / <sub>2</sub>	142 2 8 <sup>1</sup> / <sub>2</sub>	81 17 4	3,014 6 0	31 0 0
317 5 7 <sup>1</sup> / <sub>2</sub>	2,324 19 4	2,009 11 6	315 7 10	101 3 6 <sup>1</sup> / <sub>2</sub>	3,828 0 0	37 5 4
215 3 11 <sup>1</sup> / <sub>2</sub>	6,005 1 4	5,560 5 8 <sup>1</sup> / <sub>2</sub>	444 15 7 <sup>1</sup> / <sub>2</sub>	253 5 5 <sup>1</sup> / <sub>2</sub>	7,207 5 0	42 6 5
228 1 7 <sup>1</sup> / <sub>2</sub>	9,315 19 7 <sup>1</sup> / <sub>2</sub>	8,707 19 4 <sup>1</sup> / <sub>2</sub>	608 0 3	603 0 4 <sup>1</sup> / <sub>2</sub>	9,465 15 0	31 11 1
129 1 10 <sup>1</sup> / <sub>2</sub>	1,306 14 5	991 15 7 <sup>1</sup> / <sub>2</sub>	314 18 9 <sup>1</sup> / <sub>2</sub>	111 18 0	2,448 1 0	33 10 0
407 10 5	2,216 14 11 <sup>1</sup> / <sub>2</sub>	1,886 9 0	330 5 11 <sup>1</sup> / <sub>2</sub>	325 12 11 <sup>1</sup> / <sub>2</sub>	2,723 0 0	32 13 8
406 4 9 <sup>3</sup> / <sub>4</sub>	7,401 18 4 <sup>1</sup> / <sub>2</sub>	5,003 19 1	2,397 19 3 <sup>1</sup> / <sub>2</sub>	1,675 16 10 <sup>1</sup> / <sub>2</sub>	9,071 0 0	47 7 1
1,205 0 7 <sup>1</sup> / <sub>2</sub>	6,037 14 0	5,033 8 8 <sup>1</sup> / <sub>2</sub>	1,004 5 3 <sup>1</sup> / <sub>2</sub>	1,004 5 3 <sup>1</sup> / <sub>2</sub>	7,863 0 0	40 18 1
165 1 4 <sup>1</sup> / <sub>2</sub>	2,448 10 3 <sup>1</sup> / <sub>2</sub>	2,161 11 6	286 18 9 <sup>1</sup> / <sub>2</sub>	203 19 6	3,722 0 0	34 3 6
235 11 13 <sup>1</sup> / <sub>2</sub>	3,298 11 11 <sup>1</sup> / <sub>2</sub>	2,987 4 2 <sup>1</sup> / <sub>2</sub>	3,117 7 9	.....	5,233 0 0	35 7 0
140 5 4 <sup>1</sup> / <sub>2</sub>	2,983 11 5	2,822 10 3 <sup>1</sup> / <sub>2</sub>	261 0 11 <sup>1</sup> / <sub>2</sub>	95 0 0	4,548 0 0	43 14 7
163 16 5 <sup>1</sup> / <sub>2</sub>	4,955 12 2 <sup>1</sup> / <sub>2</sub>	4,917 18 6 <sup>1</sup> / <sub>2</sub>	37 13 8	164 19 1 <sup>1</sup> / <sub>2</sub>	6,940 0 0	41 2 6
55 0 11 <sup>1</sup> / <sub>2</sub>	1,298 10 6 <sup>1</sup> / <sub>2</sub>	1,208 2 3 <sup>3</sup> / <sub>4</sub>	90 8 2 <sup>1</sup> / <sub>2</sub>	90 8 2 <sup>1</sup> / <sub>2</sub>	1,725 0 0	42 9 0
231 10 8 <sup>1</sup> / <sub>2</sub>	3,711 3 1 <sup>1</sup> / <sub>2</sub>	3,433 8 5 <sup>1</sup> / <sub>2</sub>	277 14 8	238 3 5	4,867 0 0	36 11 9
370 0 0	2,263 9 9	2,263 9 9	.....	.....	2,263 13 0	141 9 4
.....	465 2 0 <sup>1</sup> / <sub>2</sub>	369 1 6 <sup>3</sup> / <sub>4</sub>	96 0 6	.....	550 0 0	55 0 0
5,915 14 6	77,599 11 4 <sup>1</sup> / <sub>2</sub>	68,632 14 9 <sup>1</sup> / <sub>2</sub>	8,966 16 6 <sup>1</sup> / <sub>2</sub>	5,614 19 0	100,618 0 0	37 0 0
.....	72,109 8 6 <sup>1</sup> / <sub>2</sub>	67,906 19 1 <sup>1</sup> / <sub>2</sub>	.....	.....	.....	.....
.....	75,720 17 6 <sup>3</sup> / <sub>4</sub>	71,514 0 0	.....	.....	.....	.....



## GENERAL ABSTRACT OF

Names of Districts and Cities.	School Houses—Continued.							School Visits Made.						
	No. of actual School Houses.	No. of Houses rented for Schools.	No. of School Houses erected during the year.	Brick.	Stone.	Frame.	Log.	Total no. of School Houses.	By District Superin- tendent.	By Clergymen.	By District Council- lors.	By Magistrates.	Other visits.	Total visits.
Eastern .....	138	37	6	2	1	1	3	181	195	88	51	61	309	804
Ottawa .....	38	6	2	1	1	1	..	46	24	18	17	25	53	137
Johnstown .....	186	20	4	1	3	..	..	210	245	165	65	136	473	1,084
Bathurst .....	104	6	..	..	..	..	..	120	101	67	43	67	211	489
Dalhousie .....	61	..	..	..	..	..	..	61	79	80	106	92	124	491
Midland .....	165	25	5	..	3	1	1	195	292	93	48	90	129	652
Prince Edward ....	93	5	..	..	..	..	..	98	151	49	5	27	237	469
Victoria .....	99	4	6	..	1	2	3	109	90	46	14	52	272	475
Newcastle .....	156	..	..	..	..	..	..	156	119	116	28	66	363	69
Home .....	300	..	..	..	..	..	..	300	198	136	74	78	561	1,047
Colborne .....	75	1	..	..	..	..	..	76	78	41	27	33	173	352
Simcoe .....	79	6	..	..	..	..	..	85	77	97	40	46	138	398
Gore .....	190	6	9	1	4	4	..	205	210	188	47	68	397	892
Niagara .....	176	15	5	2	2	1	..	196	188	124	86	118	484	1,100
Talbot .....	109	..	2	..	2	..	..	111	91	31	20	43	141	326
Brock .....	17	2	1	..	..	1	..	148	113	59	40	36	172	418
Wellington .....	106	2	2	..	2	..	..	110	82	82	28	39	170	402
London .....	193	11	12	..	5	7	..	216	94	201	31	47	250	623
Huron .....	36	4	..	..	..	..	..	40	59	34	61	32	56	242
Western .....	141	11	1	..	..	1	..	153	23	108	51	49	433	664
Toronto .....	No	repor	rt rec'	d fr	o m	Super				ent of	Com	mon	Schools	
Kingston .....	Not	repor	ted.											
Totals.....	2,472	171	55	7	9	18	21	2,826	2,549	1,823	882	1,203	5,218	11,675

STATISTICAL TABLE E FOR 1847.

Libraries in Operation.								School Requisites.		Private and Grammar Schools.						
Common School.	No. of Volumes.	Sunday School.	No. of Volumes.	Public, etc.	No of Volumes.	Total Libraries.	Total No. of Volumes.	Large Map hung up.	Globes, Blackboards, etc.	No. of academies and District Grammar Schools.	No. of Private Schools.	Total No. of Pupils therein.	Latin and Greek taught.	English Branches.	Nrench, etc.	
5	430	.....	.....	.....	.....	5	430	5	2	3	5	259	5	8	7	
1	100	.....	.....	.....	.....	1	100	6	8	3	2	29	1	1	1	
.....	.....	.....	.....	1	200	1	200	8	.....	3	4	270	5	7	3	
3	363	.....	.....	.....	.....	3	363	20	4	2	4	80	2	6	3	
2	205	.....	.....	.....	.....	3	245	44	4	2	2	49	2	4	2	
.....	.....	No	ne	re	ported.	.....	.....	24	.....	2	.....	Not re	ported.	.....	.....	
.....	.....	.....	.....	3	.....	3	.....	9	30	3	3	Dit	to.	.....	.....	
2	232	14	1,400	3	1,428	19	3,060	15	23	1	5	176	1	6	3	
1	100	.....	.....	.....	.....	1	100	11	.....	2	8	257	1	6	4	
3	190	.....	.....	.....	.....	3	190	98	30	.....	.....	.....	.....	.....	.....	
1	60	.....	.....	.....	.....	1	60	2	2	1	5	Not	re	ported.	.....	
.....	.....	4	615	.....	.....	4	615	.....	.....	1	2	86	1	3	1	
4	294	.....	.....	1	630	5	926	74	42	3	9	499	3	6	5	
.....	.....	.....	.....	5	800	5	800	51	57	2	17	455	7	19	12	
1	160	15	1,900	1	100	17	2,160	.....	.....	2	6	57	4	4	3	
.....	.....	.....	.....	1	.....	1	.....	13	.....	1	2	Not	re	ported.	.....	
2	250	.....	.....	.....	.....	2	250	12	14	1	2	109	1	3	2	
1	100	.....	.....	1	300	2	400	43	18	2	6	215	2	7	1	
2	118	.....	.....	1	132	3	250	37	5	2	3	141	3	5	3	
4	127	.....	.....	2	330	6	457	14	16	2	3	149	2	5	3	
32	2,729	33	3,915	20	3,960	85	10,604	486	255	38	96	3,531	40	98	53	



STATISTICAL TABLE F, RELATING TO DISTRICT MODEL SCHOOLS.

Name of District.	Moneys.								Miscellaneous.							Subject Taught.	Books Used.
	Amount Legislative Aid Granted.	Amount Received from Municipal Council Assessment.	Amount Received from other Sources.	Total Amount Received.	Total Amount Paid to Teachers.	Other Expenses.	Total Expenditure.	Amount of Salary of Head and other Masters.	Size, and whether of Brick, Stone, or Wood.	Number of Rooms.	Maps, Blocks, Boards, Globes, etc.	Number of Volumes in Libraries.	Number of Teachers.	Number of Pupils.			
Midland ...	£ s. d. 20 0 0	£ s. d. 40 0 0	£ s. d. 100 0 0	£ s. d. 160 0 0	£ s. d. 150 0 0	£ s. d. 10 0 0	£ s. d. 160 0 0	£ s. d. 150 0 0	50 x 30 Wood	4	2	....	2	28	Reading, Writing, Arithmetic, Grammar, Geography, Latin, Greek, Mathematics.	Principally National and Kirkham's Grammars, Haine's Arithmetic, Morse's Geography.	
Johnstown.	50 0 0	100 0 0	.....	150 0 0	150 0 0	.....	150 0 0	90 0 0 60 0 0	30 x 30 Stone	1	10	49	2	30	The same, except the Classics; use of the Globes.	Same as above.	
Dalhousie..	20 0 0	40 0 0	6 8 3	66 8 3	40 0 0	30 0 0	70 0 0	70 0 0	Stone	3	5	....	1	52	The same as above.	Irish National and Bonycastle's Algebra.	
	90 0 0	180 0 0	106 8 3	376 8 3	340 0 0	40 0 0	380 0 0	370 0 0	2 Stone 1 Wood	8	17	49	5	110			

GENERAL STATISTICAL ABSTRACT, EXHIBITING THE PROGRESS OF EDUCATION, AS CONNECTED WITH COLLEGES, ACADEMIES, DISTRICT, GRAMMAR, PRIVATE AND COMMON SCHOOLS IN UPPER CANADA, DURING THE YEARS 1842 TO 1847, INCLUSIVE.

Subjects compared.	1842.	1843.†	1844.	1845.	1846.	1847.
Adult Population of Upper Canada, by births, from the Census Rolls.....	486,005	.....	.....	622,570*	.....	.....
Population between the ages of five and fourteen years, from Assessment Rolls.....	No reliable	information available	.....	.....	.....	.....
Population between the ages of five and sixteen years, from local School Reports.....	141,143	.....	183,539	202,913	204,580	230,975
Total Colleges in Upper Canada.....	5	.....	5	5	5	6
Total Academies and Grammar Schools in Upper Canada, from various sources of information.....	25*	.....	25*	30*	31*	32
Total Private Schools in Upper Canada, from Local School Reports, etcetera.....	44*	.....	60*	65*	80*	96
Total District Model Schools in Upper Canada.....	.....	.....	1	5	3	3
One Normal and one Model School for Upper Canada.....	.....	.....	.....	.....	.....	2
Total Common Schools in operation in Upper Canada.....	1,721	.....	2,610	2,736	2,589	2,727
Grand total Educational Establishments in Upper Canada.....	1,759	.....	2,701	2,839	2,708	2,866
Total Students attending Colleges in Upper Canada, from various sources of information.....	No reports	.....	.....	.....	.....	700
Total Students attending Academies and Grammar Schools in Upper Canada, from various sources of information.....	No reports	.....	.....	.....	.....	1,000
Total Pupils attending Private Schools in Upper Canada, from various sources of information.....	No reports	.....	.....	.....	.....	1,831
Total Students and Pupils attending the Normal and Model School for Upper Canada.....	Not in operation until 1874	.....	.....	.....	.....	65
Total Pupils attending the Common Schools of Upper Canada, in.....	65,978	.....	96,756	110,002	101,912	124,829
Grand total Students and Pupils attending Colleges, District Grammar Schools, Private and Common Schools in Upper Canada.....	65,978	.....	96,756	110,002	101,912	131,360
Gross Amount Available for the Salaries of Common School Teachers in Upper Canada.....	£41,500	.....	£51,714	£71,514	£67,906	£87,599
Total Common School Teachers in Upper Canada.....	No reports	.....	.....	2,860	2,925	3,028
Total Male Common School Teachers in Upper Canada.....	No reports	.....	.....	.....	.....	2,365
Total Female Common School Teachers in Upper Canada.....	No reports	.....	.....	.....	.....	663
Average number of Months each Common School in Upper Canada has been kept open by a qualified Teacher.....	.....	.....	7½	8	8½	8½

\* An Approximation only. No specific information having been received.

† No Reports for the year 1843 were received in consequence of a change in the School Law in that year.



GENERAL STATISTICAL ABSTRACT, EXHIBITING THE PROGRESS OF EDUCATION, AS CONNECTED WITH COLLEGES, ACADEMIES, DISTRICT, GRAMMAR, PRIVATE AND COMMON SCHOOLS IN UPPER CANADA, DURING THE YEARS 1842 TO 1847, INCLUSIVE.—*Concluded*

Subjects compared.	1842.	1843.†	1844.	1845.	1846.	1847.
Gross Average Attendance of Pupils at the Common Schools of Upper Canada, during the Summer of.....	No reports	.....	.....	.....	.....	84,537
Gross Average Attendance of Boys at the Common Schools of Upper Canada, during the Summer of.....	No reports	.....	.....	.....	.....	46,359
Gross Average Attendance of Girls at the Common Schools of Upper Canada, during the Summer of.....	No reports	.....	.....	.....	.....	38,178
Gross Average Attendance of Pupils at the Common Schools of Upper Canada, during the Winter of.....	No reports	.....	.....	.....	.....	89,991
Gross Average Attendance of Boys at the Common Schools of Upper Canada, during the Winter of.....	No reports	.....	.....	.....	.....	54,540
Gross Average Attendance of Girls at the Common Schools of Upper Canada, during the Winter of.....	No reports	.....	.....	.....	.....	35,451

† No Reports for the year 1843 were received, in consequence of a change in the School Law of 1841 in that year.

## LETTER TO THE PROVINCIAL SECRETARY, ACCOMPANYING THE FOREGOING REPORT.

I have this day forwarded to your address my School Report for 1847.

In Upper Canada 2,727 Schools have been reported, besides a considerable number not reported; and Upper Canada has also received a disproportionately small share of the Legislative School Grant, (£24,000 out of £50,000). I think there should be 3,000 copies, at least, of the Annual School Report for Upper Canada printed, besides the complement intended for Members of the Legislature. In the State of New York, the Legislature provides each set of School Trustees throughout the State with a copy of the Annual School Report of the State Superintendent, and a copy of the State Common School Journal, as some compensation for their labours, as well as a means of diffusing educational information—although Trustees are there allowed a dollar a day for the time they are employed in School affairs. In this Country, Trustees are allowed no pecuniary compensation for their trouble; and, I think, they are at least entitled to a copy of the Annual School Report, apart from the advantage of circulating, as widely as possible, the information which it contains.

I hope, in the course of a few days, to submit to his Excellency-in-Council remarks on the School Law, and amendments of some of its provisions, and some additional enactments,—as suggested during my School visits to the various Districts last Autumn, and by my own observations and experience.

And as it does not appear advisable to me to visit the several Districts this autumn, as I did last year, and as I had intended to do annually; I hope to be able, before the close of the year, to submit to the Governor-General-in-Council a Report, with various plans of School Houses, as required by the School Act of 1846, and for which numerous applications have been made, but which I have not yet been able to prepare.\*

TORONTO, 16th of September, 1848.

EGERTON RYERSON

## CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL AND COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1848. WITH AN APPENDIX.

Sir,—I have the honour to transmit herewith to be laid before the Governor-General-in-Council, my School Report for Upper Canada for the year 1848.

The general statistics of this Report have been prepared with much labour and correspondence, and are more comprehensive and minute than those which were given in my last Annual Report, or than those contained in any other document which has been compiled in this Country,—exhibiting, as it does, the progress of Common Schools, and of the higher Seminaries of Learning, as far as I have been able to obtain information in regard to them from 1841 to 1849. The varied and important statistics for the years 1847 and 1848 are the result of forms prepared for that purpose and of the observance of Regulations which have been prepared under the provisions of the present School Law, and which illustrate its operations.

THE HONOURABLE JAMES LESLIE,

EGERTON RYERSON.

*Secretary of the Province, Montreal.*

EDUCATION OFFICE, TORONTO, 19th May, 1849.

\*Numerous plans prepared and published by the Honourable Henry Barnard, (the first United States Commissioner of Education,) and by other parties, and in England, were procured and published in the Journal of Education for Upper Canada, during the years 1849-1875. I also prepared for the Department and published in 1858, "The School House: its Architecture, Arrangements and (internal) Discipline, etcetera. Again, in 1876, I published, (at a loss,) "The School House, its Architecture, External and Internal Arrangements: with Elevations and Plans for Public and High School Buildings, together with Illustrated Papers on the Importance of School Hygiene and Ventilation, etcetera, with upward of Four Hundred Illustrations." Further, in 1886, I prepared, for the Department, a Book, entitled:—"Hints and Suggestions on School Architecture and Hygiene, with Plans and (Seventy-five) Illustrations."



## ANNUAL REPORT OF THE NORMAL, MODEL AND COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1848.

*To His Excellency the Right Honourable James, Earl of Elgin and Kincardine, Governor-General of Canada, etc., etc., etc.*

MAY IT PLEASE YOUR EXCELLENCY:

Pursuant to the provisions of the Common School Act, I have the honour to transmit to Your Excellency, to be laid before the Legislature, my School Report for the year 1848. I have thought it advisable to limit the statistical part of the Report to Districts,—omitting the mention and separate statistics of individual Townships. For the same reason I think it proper to confine my remarks to a few statements and references, having discussed at considerable length in my last year's Report the several subjects involved in the system and progress of Common Schools.

### I. THE CONDITION OF THE SCHOOLS.

It is gratifying to observe, that in every respect the Schools are in advance of that of the preceding year. This improvement is not confined to one department, or to a few Districts, but extending to every District, City, and Incorporated Town in Upper Canada, with the single exception of the City of Toronto. There is, as might be supposed, a great difference in the state of the Schools in different Districts, and a great difference in their comparative improvement; but it is an encouraging fact, that there is some improvement in them all; and that that improvement is under the heads which evince most strongly the increasing co-operation and interest of the people at large in the support of the Common Schools.

### II. SCHOOL MONEYS.

In the year 1847 the principal part of the Special Grant of £1,500 for the establishment of the Provincial Normal School was expended, and was consequently deducted from the Legislative School Grant for the following year; so that there were £1,259 less apportioned for the support of Common Schools in the various Districts in 1848 than there had been in 1847. Yet, notwithstanding this deduction, the amount available for the Salaries of Teachers for 1848 is £8,470 in advance of that for 1847:—the total amount available for the Salaries of Teachers in 1847 being £77,599 11s. 4¼d., while that for 1848 is £86,069 2s. 3¼d. As there was a reduction of £1,259 in the Legislative Grant apportioned to the several Districts in 1848, as compared with that for 1847, (a reduction which will not occur again), it follows that the amount raised by voluntary local taxation for the salaries of School Teachers was £9,728 more in 1848 than in 1847,—while the amount raised by local voluntary taxation by School Trustees in 1847 for the same purpose was £5,490 in advance of that for 1846. Of this increase of £9,728 in the total amount available for the Salaries of Teachers in 1848 over that of 1847, we have an increase of £2,404 under the head of District Council Assessments, and £7,324 under the head of Trustees' Rate-bills,—or that which the people in the several School Sections voluntarily tax themselves for the Salaries of Teachers to instruct their children, over and above the amount of the School Fund,—which consists of the Legislative Grant and the County Municipal Council Assessments for the year. The total amount of School Rate-bills was, for 1846, £29,385 12s. 3¼d.; for 1847, £30,543 10s. 5½d.; for 1848, £37,968 10s. 7½d. Thus, these returns exhibit not only a large increase in the amount of moneys raised for the Salaries of Teachers in 1848 over that of any preceding year, but an increase under each of the heads, which evince the growing general interest of parents in the education of their children.

## III. ATTENDANCE OF PUPILS AT THE SCHOOLS.

According to the Reports of Local Superintendents, the whole School population of Upper Canada in 1848, (that is, of the population between the ages of five and sixteen years), was 241,102,—being an increase of 10,127 over that of the preceding year. The whole number of pupils reported in attendance at the Schools in 1847 was 124,829; the whole number in attendance in 1848, was 130,738,—increase of pupils in favour of 1848, 5,910. But there is a much greater difference in the average than in the aggregate attendance of the Pupils at the Schools during these two years. The gross average attendance of Pupils in the Summer of 1847 was 84,537; in the Summer of 1848 it was 112,000. In the Winter of 1847 the gross average attendance of pupils was 89,991; in the Winter of 1848 it was 114,800. These results furnish a gratifying illustration of the gradual and rapidly advancing progress of School instruction amongst the youthful population of Upper Canada; although it is lamentable to observe that nearly one-half of our School population are not in attendance at School at all.

## IV. NUMBER OF SCHOOL SECTIONS, SCHOOLS, ETCETERA.

In my last Annual Report I mentioned the means which had been employed to prevent the formation of small and inefficient School Sections, and to reduce the number of those already formed. It affords me pleasure to be able to remark that while the number of School Sections reported for 1847 was 3,055, the number of School Sections reported for 1848 was 2,953,—a reduction in number of those already formed of 102. On the other hand, the number of Schools in operation reported in 1847 was 2,727, while the number of Schools in operation in 1848 was 2,800—increase of Schools in operation in favour of 1848, 73. It is also satisfactory to remark that, while the average attendance of Pupils at each School was, in the Summer of 1847, 31, and in the Winter 33; it was in the Summer of 1848, 40, and in the Winter 41. I have, furthermore, pleasure in stating, that while the average time of keeping open the Schools, by qualified Teachers throughout Upper Canada in 1847 was  $8\frac{1}{2}$  months, it was in 1848 not less than 9 months. I herewith subjoin extracts from the Reports of those local Superintendents of Common Schools who have accompanied their Statistical Returns with general observations on the working of the School Law, and the state and progress of the Schools in their respective Districts.

## V. EXTRACTS FROM THE REPORTS OF DISTRICT LOCAL SUPERINTENDENTS OF COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1848 (CONDENSED).

*Extract from the Report of Thomas Higginson, Esquire, District Superintendent of the Ottawa District:*

"Of the state of education in this District I would say it is very low, especially in New Settlements; still there are many Teachers, male and female, of respectable attainments, of correct morals, and persevering industry; and many Pupils possessing a much larger amount of elementary knowledge than is generally supposed. A feeling is evidently springing up on the part of parents and guardians, and the community generally, that the education of the rising generation is indispensable; and I believe if the present system would be permitted to continue, that great, important, and happy results would be achieved. That ever vacillating system of Legislation with which this Province has been pestered, tends much to paralyze the effects of even the best School Law. Public opinion has no time to mature on any system until another is adopted. The great corrector of abuses, experience, becomes bewildered amidst continual fluctuations; and the public mind having no time to fix on what is beneficial, or reject what is erroneous, becomes either bewildered or indifferent."



*Extract from the Report of the Rev. James Padfield, Local School Superintendent of the Bathurst District.*

"Of the 122 Teachers employed in the course of the year in this District, only 40 received Certificates from the District Superintendent. It is supposed the rest held Visitors' Certificates. The power given to Visitors to grant Certificates is liable to great abuse; and in this District many persons have been authorized to teach by such Certificates, who ought rather to be pupils themselves than instructors of others. With respect to the character of the Schools here, they are, for the most part, of the second class; there are many, however, of the third. Very few only are taught by such Teachers as I should deem entitled to general Certificates. On this subject, however, it appears to me that no definite idea can well be formed until a more accurate statement is furnished of the qualifications necessary for the several classes of Teachers. Ten new School-houses have been erected or completed in the District during the year. In most of these erections a much greater regard has been paid to the fitness of the buildings for the purpose they are intended to serve, than has heretofore been usual in many parts of this District. There is indeed, yet room for improvement; but still every friend of education will rejoice at the increasing interest felt on this subject, which these buildings exhibit. The parties who projected and carried on the works deserve great credit for their exertions, and it is to be hoped they will witness the good effects of their labours in the additional advantages thus afforded to both Teachers and Scholars."

*Extract from the Report of the Honourable Hamnett Pinhey, Local School Superintendent of the Dalhousie District.*

"You will find on an analysis of my Annual Report, that the pecuniary remuneration actually paid by the Trustees and Parents to the several Teachers, has quadrupled the amount of the Parliamentary Grant; and I am assured that the sums appearing due to the Teachers on the 31st of December last, have in most of the Sections been paid. A very great improvement is visible as regards the efficiency of the Teachers, the acquirements of the Pupils, and Scholastic discipline; the Schools are better furnished and the children improved in appearance, dress and address."

*Extract from the Report of John Strachan, Esquire, Local School Superintendent of the Midland District.*

"It gives me pleasure to state that the Schools in general in the Midland District are very much improved from what they formerly were, and some of them are in a most flourishing condition, although too many are inferior. I fondly hope that the Model and Normal Schools will have a most salutary effect, and be productive of the best consequences by means of raising the standard of Education in Common Schools, and qualifying young men to become Teachers of Youth."

*Extract from the Report of William Hutton, Esquire, Local School Superintendent of the Victoria District:—*

"We have as yet only one of the Normal School Students in our District, (Mr. Edward Thresher,) and, although in a very remote part of the County, I am happy to say he has a very large and good School, and gives great satisfaction. A few more like him would infuse a spirit amongst us which we much require."

*Extract from the Report of Benjamin Hayter, Esquire, Local School Superintendent of the Newcastle District:—*

"It will be seen that very nearly all the Schools in the District have been open at least six months, and very many of them have been open twelve months, independent of those which are always yearly Schools. A lively interest is growing daily in favour

of Common School instruction, though there is doubtless still too much apathy, and some slight opposition in certain quarters to the fair trial of the Act; but it will be seen that there is an increase in the averages considerably under all the principal headings of the Report, which will test satisfactorily the relative bearings of the operations of the Act with reference to past years."

*Extract from the Report of H. A. Clifford, Esquire, Local Superintendent of the Simcoe District:—*

"The School-Houses in this District, with only two exceptions, are Log Buildings, and only a few of them are provided with suitable Seats and Desks; some of the older houses are fast going to decay, and wherever they have been replaced by new ones greater attention has been paid to furnishing them with proper conveniences. No ventilating apparatus has been introduced in any of them, neither do any of them contain more than one room.

"I am happy to say that the National School Books have very generally introduced into this District during the past year, as you will perceive by the Report. It is true that this remark refers only to the First, Second and Third Reading Books, and, in a few instances, to the Fourth; but I consider that by their introduction we have made one grand step towards general improvement, for I find that amongst the Teachers who use them but one opinion of their merit prevails, videlicet, that the progress and improvement now made are much more rapid and substantial than before their introduction. Until the last two years the English Reader and the Scriptures, (very frequently only the latter,) were the only reading Books to be found in many of the Schools; and although I am glad to say that the Scriptures have in no instance been discarded, still the indiscriminate use of them has, in a great measure, ceased, and books designed for progressive School Readers now assist them in storing the children's minds with useful information.

"With regard to the sentiments of the people on the subject of Education, I have to remark that of course they are very various, although I believe that upon the whole a better feeling exists and more cordiality and unanimity begin to be exhibited towards the Schools. At first, almost all classes strongly objected to any direct tax upon them for promoting the objects of general education; but the novelty of such a tax has now worn off, and the improbability of its being abolished having become apparent to all, less dissatisfaction and less opposition are now offered to its collection."

*Extract from the Report of Patrick Thornton, Esquire, Local Superintendent of the Gore District:—*

"In forwarding this Annual Report for 1848, I am happy to have it in my power to state that the Schools in this District generally have made considerable advances during the year. Perhaps the improvement in 1848 has equalled that of any former year since the appointment of District Superintendents. There is one thing deserves to be particularly noticed,—there is a much better Spirit generally prevailing than in 1847."

*Extract from the Report of Dexter D'Everard, Esquire, Local Superintendent of the Niagara District:—*

"In connection with the accompanying Report, I have the honour to state that, during my visits among the Schools of this District the past year, I found a very marked improvement in the qualifications of the Teachers, a material increase in the numbers in attendance, and in apparatus and School Requisites, and a higher and more healthy tone of feeling among the people generally with reference to Education than I have found in any previous year.

"It is true that there are many localities where a surprising indifference with regard to their School still prevails, attended by a penny-wise policy and the usual



accompaniments, a poor Teacher, very few and unsuitable School Books, an absence of almost every convenience and facility for communicating instructions with advantage, and a six months' School. But on the other hand, a great number of sections have shaken off the lethargy of former periods; have come to understand their real educational interests; have determined to employ Teachers of the highest order of attainments; to pay them suitable salaries; to supply the Pupils with appropriate and uniform Text Books; to furnish the School-house with all necessary School Requisites; to keep their Schools permanently open; and to place their Teachers in that respectable position in Society which their merits and the importance of their vocation demand. It gives me pleasure to add that this latter class of neighbourhoods is decidedly on the increase. In such neighbourhoods the Schools are frequently visited by Trustees, Parents and School Visitors; the quarterly examinations are looked forward to with much interest and with high expectations by all the parties concerned; are numerous attended, and are productive of a great amount of good.

"It is scarcely necessary to remark that in such places School difficulties and complaints against the School Laws are rarely heard of.

"Among the Teachers exhibiting the greatest improvement, not only in literary acquirements, but in their system of teaching, and whose labours are distinguished for the greatest amount of usefulness, are those who have enjoyed a course of training in the Provincial Normal School,—an Institution which, if duly appreciated and properly sustained, is destined to render an incalculable service to our Country.

"Two years have now elapsed since the existing School Laws came into full operation; the party prejudices with which they were at first received, have gradually worn away, and the people have thereby been enabled to judge dispassionately of their various enactments.

"Their general provisions are at this time tolerably well understood; their practical adaptation to the wants of the Country very generally admitted; and the feeling of dissatisfaction which prevailed with reference to them in the early part of 1847, has given place to a general desire that they may, in their leading and organic features, remain unaltered.

"That these laws are not only practical, but popular, with a large majority of the inhabitants of the Niagara District, the statistics in the accompanying Report, compiled from the Official returns of the School Trustees, amply prove. By referring to that document, it will be seen that upwards of 10-13 of all our children of School age have been enjoying instruction in the Public Schools the past year; that the increase in attendance at those Schools over the previous year was more than 15 per cent., and over 1846 more than 33 per cent.; and that the increase in the aggregate number of months the Schools were kept open, over 1847 was 9 per cent., and over 1846 upwards of 19 per cent., while the increase in the averages and in the Apparatus and School Requisites was even in a greater ratio, as compared with the periods before named—these improvements taking place, too, without any perceptible augmentation of the total number of children in the District.

"Although public sentiment here seems adverse to much farther legislation upon the subject at present, still, I am inclined to think that some modifications of the Statutes referred to, not interfering with their essential principles, are expected; and that such modifications might be introduced, and some additional enactments be made, which would tend to increase the efficiency of the whole School system. The number of properly qualified Teachers is not, nor is likely to be for some time to come, proportioned to the want of the community in that respect.

"It is believed by many that the repeal of that clause of the School Act, 9th Victoria, Chapter 20, prohibiting the granting of Licenses to alien Teachers, would, under existing circumstances, afford considerable relief, and prove highly advantageous to us, without prejudicing the interests of anyone, in which opinion I fully concur.

"The conferring upon School Trustees the power to raise by tax from the Taxable property of their Section, (presuming that an equitable system of assessment will be

established,) a sum sufficient, exclusive of the ordinary apportionment, to pay the Teachers' Salary, would be a practically useful and popular amendment. It is not suggested that the powers at present possessed by the different Municipal Bodies be transferred to Trustees, or in any respect altered, but that Trustees may have the option of levying the tax themselves, or of applying to the Council for it to be done, according as the peculiar circumstances of the respective localities may render expedient.

"In justice to all parties, I feel bound to state that the Free School System, whether to be applied by School Trustees or District Councils, is not approved of by every person in the Niagara District; yet the avowed opponents of the principle constitute decidedly the smallest portion of the rate-paying community, and are composed of individuals who, with a few exceptions, have no children to educate, or who do not choose to have their children attend the Public Schools, or who have not bestowed much thought upon the subject, and of the persons under their respective influences.

"On the other hand, the question being a new one in this Country, the advocates of the system are not altogether agreed as to the extent to which the principle should be applied. One portion is in favour of compelling all those who have children, (and no others,) to pay towards the salary of the Teacher a sum proportioned to the number of their children, whether they send them to School or not; another portion is willing to fix a moderate rate, say from 2s. 6d. to 5s. per quarter, to be paid by each pupil, the balance of the salary to be raised by tax upon the rateable property of the Section; and another section, which is by far the largest portion of the whole, and comprises a considerable majority of the Freeholders and Householders of the District, believes that the principle is just, and that if it be applied at all, it should be applied to its fullest extent that the property of the Section should educate the children of the Section, without respect to Country, colour, or condition in life.

"I think that I give the views of at least five-sixths of those best informed upon the subject, and most competent to judge, when I state that they believe the Rate-bill system, both 'unsound in theory, and unprofitable in practice,'— that the natural effect of it is to keep children out, while the effect of the Free School System is to bring them into the Schools.

"The correctness of these views is amply proved by reference to the Trustees' Reports for 1847 and 1848, for the five School Sections in this District, in which the Rate-bill system prevailed during the first named and the Free-School system during the last named year.

"The aggregate population of School age in the five Sections in 1847 was 953; the aggregate attendance during the same period was 527; in 1848 the population was 994, and the attendance 969; showing a gain in favour of the latter system of 442, or nearly 90 per cent.

"There are many parts of the District where the Schools have attained to a high degree of efficiency, and where a thirst for reading has been created in the minds of the youth of both sexes that the small Libraries of private families in the Country are not able to satisfy.

"To meet the wants of the Community in this particular, some provisions for the establishment and support of School Section Libraries would be favourably regarded and at once carried into effect.

"The fruitfulness of the press of our enterprising neighbours in producing those corrupting works of fiction, and the extremely low price at which they are sold, make them easily available to all; while the tendency to read them on the part of young persons is fully proportioned to the facilities for obtaining them.

"These circumstances, if there were no other reasons, should, I humbly conceive, stimulate us to early action on the subject, and to place within the reach of the youth of our land, as soon as practicable, an ample supply of useful and instructive books. I am of opinion that Teachers' Institutes, formed under sanction of legislative authority and encouraged by legislative aid, would prove valuable auxiliaries to our School system. In those Countries where they exist, much importance is attached to them.



"They afford excellent opportunities to Teachers for obtaining information as to improved methods of teaching; for becoming personally acquainted; and for conferring with each other upon the various matters relating to their vocation; for assimilating their views and practice, and for appearing before the public under favourable circumstances as a distinct profession. It may perhaps be thought out of place for me to make any remarks touching the District Grammar Schools, as they are not yet under my jurisdiction.

"I would, nevertheless, state that I have long since been led to believe that those Institutions, absorbing as they do annually a considerable sum of public money, and as a general rule benefiting those only who reside in their immediate neighbourhoods, might, with advantage, be placed under more popular control by associating them with the District Model Schools, or otherwise.

"Both, it appears to me, would be strengthened by a union of means and interests. The management being then brought more immediately into the hands of the people, and the Schools being open to Teachers, they would become more extensively known, their advantages would be more generally participated in, and their influence and usefulness would be more widely felt."

*Extract from the Report of the Reverend William Clarke, Local School Superintendent of the Talbot District:—*

"During the past year there have been ninety Schools in operation, which with some few exceptions I have personally visited and examined; and I am pleased to report that there has been an advance on the previous year both in the time during which they have been kept open, and also in the amount and diversity of instruction communicated; several branches of study having been introduced into many Schools, which were untaught before. Still, in some Sections the cause has rather retrograded than otherwise, which may be attributed to the following reasons:—

1. Local differences and prejudices.
2. The deficiency and variety of School Books.
3. The parsimony of the people; and
4. The Scarcity of well qualified and accredited Teachers.

"The latter will at once be apparent, when I inform you that in this District there are not more than sixteen Teachers of the First Class, and twenty-four of the Second; while there are between fifty and sixty of the Third, or the least qualified class.

"In such a state of things, it will at once be perceived that there must of necessity be some Sections suffering all the consequences arising from insufficient teaching. It is, however, important to observe that there is an addition of six First Class Teachers, as compared with the previous year; and in those Sections where there is cordial co-operation and a remunerating salary. Teachers of the First Class are readily obtained; but where there is known antagonism and poor pay, such Teachers are of course unwilling to engage.

"This may show that unreasonable expectations, or hasty animadversions, should not be indulged. Some of the Third Class Teachers receive certificates from School Visitors, any two of whom are authorized to give them. In some cases the employment of an insufficient Teacher is to be attributed to the Trustees themselves, who are anxious to keep the School open the prescribed time at the lowest price; while, not unfrequently, the District Superintendent has to decide whether there shall be a modicum of instruction, or none at all; whether there be half a loaf, or no bread. Only let correct principles be diffused,—let the importance of Education be pressed home upon the public mind, and then we may patiently, but confidently, hope that as First Class Teachers are multiplied and settled among us, through the medium of that valuable Institution, the Provincial Normal School, the character of our Schools will be gradually improved, and the best modes of imparting instruction will generally, if not universally, prevail.

"Perhaps you will allow me to say, from personal observation and extensive intercourse with people in the District, that there is a very general satisfaction with the leading provisions of the present School Law; while, at the same time, there is an almost unanimous desire for some alterations and amendments.

"The most active and energetic promoters of Education are very desirous that the present Rate-bill should be abolished, and that the additional amount of the Teachers' Salary should be raised either by an uniform Rate-bill upon all the children, whether in attendance at School or not; or that the whole amount for School purposes should be raised by the Assessment of property, which should not only be taxed for the production of all, but for the education of all. I have seldom met with an intelligent Trustee who has not uniformly condemned the present mode and expressed a desire that it might be superseded by a more excellent one. Then it is also desirable that the power of Trustees should be somewhat enlarged. Great care, however, should be taken, that all moneys coming into their hands may be faithfully applied, and duly accounted for. I would further suggest the propriety of a more equitable distribution of the School money. The present system provides that each Section shall receive a sum in proportion to the number of children residing within its bounds, without any reference to the number in attendance, or the length of time the School may be open. I might point out two Sections where the number of children is equal, and of course the amount is equal also; but in one of these Sections the children attend School all the year round, while in the other only one-half attend, and that for only six months in the year."

*Extract from the Report of the Reverend W. H. Landon, Local School Superintendent of the Brock District:—*

"The effect of our present School System, (although in some respects imperfect), has doubtless been to double the number of Schools, while the pupils in attendance, and the amount of instruction given have been augmented in a much greater proportion. An increasing disposition is manifested on the part of the people, to employ a higher class of Teachers, and to give them reasonable Salaries; and by means of the Provincial Normal School, such Teachers are being multiplied, and shortly, it is reasonable to expect, the influence and value of right instruction, on right principles, will be extensively perceived throughout the country.

"Having taken much pains to ascertain what the views of the people are on the subject, I venture to assert that the School Law is not unpopular; but on the contrary, the people almost unanimously regard it as the greatest boon ever bestowed by the Legislature upon the people of this Country. They are, however, equally unanimous in the opinion that it is susceptible of several improvements, and that some amendments are absolutely necessary. I trust you will not think me exceeding the duties of my office, if I proceed to point out briefly some of the required amendments which the almost unanimous voice of public opinion seems most generally to call for.

"The part of the Act which most loudly calls for amendment, is that which provides for raising a part of the Teacher's Salary by a Rate-bill. I do not recollect of having met with so much as one intelligent Trustee in the District, who, if he expressed an opinion at all, did not condemn the present system, and pronounce it unsuited to the wants of the country. On this subject, I think I hazard nothing in asserting, that all who are capable of forming an opinion, are unanimous. With respect to what to be substituted in place of the present Rate-bill, the opinions appear to be somewhat divided. Some would prefer an uniform Rate-bill upon all children residing in the School Sections, (reserving the power of the Trustees to exercise any for good reasons,) whether in attendance or not. Others, and I believe they include among them our most enlightened and virtuous citizens, hold that the property of the Country ought to be held for the education of all, no less than for the protection of all. My own opinion is, that an amendment of that part of the Act, based upon either of these principles, would be a most valuable improvement of the present system.



"Another amendment that seems to be called for, regards the power which ought to be entrusted to the Board of Trustees. These ought to be considerably extended. They ought to be empowered by law to decide, in all cases, whether it were necessary to levy an assessment upon their own School Sections respectively, and to what amount, whether for purchasing Library Books and School Apparatus, or for paying Teachers.

"Lastly, I would submit, whether it would not be desirable to provide for more equitable distribution of the School Fund. At present each Section receives an amount in proportion to the number of children residing within its bounds, whether these children attend the School or not; and also without reference to the length of time the School is kept open, so that two School Sections in which the number of children is equal, the amount they will receive from the School Fund, will be equal, although in one School all the children may attend all the year round, and in the other, only one-half, or one-third may attend for six months only. A juster principle, it seems to me, would be one which should offer aid to parties, from the public Fund, in proportion to the amount of local effort put forth by themselves, giving encouragement to children who actually attend the School, and withholding it from all who do not."

*Extract from the Report of Alexander Allan, Esquire, A.M., Local School Superintendent of the Wellington District:—*

In those parts of the District which are well settled, the Schools are generally in a satisfactory and improving state. In thinly settled parts, the Schools are not in so thriving circumstances. The least advanced Schools are generally the German; and it is not an easy matter to procure qualified Teachers in that language. There are only two among them who have been educated under any improved system of education. In general, they are not qualified by previous education, or by a knowledge of the English language, to attend the Normal School.

*Extract from the Report of George Duck, Junior, Esquire, Local School Superintendent of the Western District:—*

The Reports of the Trustees, for 1848, will be found to contrast favourably with those of the year previous; and I should not doubt, under this system, that an annual improvement would be witnessed; but, while none deny that the present School system has scarcely had a fair trial, many of the inhabitants of this District are most clamorous for its alteration, and in the event taking place, in addition to only the probability of improvement, it would necessarily occasion incomplete Reports, until some experience in its details, had been obtained by the parties interested.

One of the most important offices under the present Act, and which is frequently the most neglected by the parties themselves most interested, is that of the Trustees; they are generally appointed by a very small portion of the inhabitants of a School Section, who attend the Annual School Meeting for this purpose; and the incumbents of these offices have frequently to deal with the prejudices of those who do not feel sufficient interest in the affairs of the School as to attend the Meeting at which the Trustees are appointed, and who are generally most ready to cast reproach on them for any ill-success which may attend the School.

I offer these remarks, being convinced that much of the blame which attends the working of the present School System, arises in a great measure from the apathy of those whom it is intended to benefit; and we should not be too anxious for an alteration of the present system, expecting that all the alleged defects will thereby be remedied before we have well considered in what manner a change could be made for the better.

That part of the present School Act making it compulsory on the inhabitants to keep a School open six months in a Section, to entitle it to draw its proportion of the School Fund, is an excellent improvement on the previous law; and if the present system should be changed, I should suggest this compulsory principle could be further extended, and that at the same time greater power could be advantageously vested in

the Trustees to make full provision for the Teachers' Salary; but I sincerely trust the principle of Free Schools will become popular in the Province; and were these institutions established, I am confident many of the obnoxious portions of the Trustees' duties would be removed.

Although much remains to be done, yet I trust I can with reason congratulate the District on a slightly increasing interest in School affairs in some measure evinced by the parents themselves, and above all, in their capacities as Trustees; and, although the Reports for 1848 generally were not forwarded as promptly as I could have wished, yet, in this respect, I believe they had the advantage of the year previous. To some of last year's Reports there were many useful remarks appended, and I sincerely trust succeeding years may witness an improvement progressing in a greater ratio, as it is only the want of more interest in its operations that is likely to clog the working of any system of Public Instruction.

The Irish National Series of School Books are becoming very popular in this District; I think they will increase in favour, and gradually supply the place of the older books, as soon as the new copies are required. The most intelligent Teachers in this District generally concur in a favourable opinion of them; and they all are alive to the advantage of having an uniform system in this respect, instead of the old method of providing the children with such books as multiplied difficulties in the way of the Teacher, and defied all attempts at classification.

*Extract from the Report of Frederick Suter, Esquire, City Superintendent of Schools in the City of Hamilton:*

The general attendance, I grieve to say, has been such as could not have been anticipated in this progressive age. Out of a large number of children of School age within the City limits one-half is found under the head "not attending School." In the School Census, 1,319 are returned in that document, apparently let loose on society, without the benefit of education, freed from all restraint, and allowed to run riot, at a period, too, of life, when the love of order and regularity should be particularly inculcated,—the value of time explained and enjoined,—and obedience, the prime law, enforced by every parent and guardian.

There is, however, one redeeming feature in this community of the most consoling description. There are "several Sunday Schools numerous attended," as stated in my Report. It is cheering to know that many children, who do not, or cannot, attend the Common Schools during the week, make their regular appearance at these places of instruction. Thus the root of all knowledge will be early implanted in their young and impressible hearts; and although it is impossible to ascertain at present, yet it is pleasing to speculate how wide the branches may spread of each tender plant so cultivated, nourished by the dews of heaven, and strengthened by the power of the Infallible Teacher, till at last they bear an abundant harvest of good fruits, acceptable to our great Master.

The Teachers employed here in the Common Schools are, in the aggregate, of a superior class to those holding the same situations even three years ago. Whatever may be wanting in their mode of conveying instruction at present, (regarding which, however, I beg to be understood I am well satisfied), it is hoped, will be shortly supplied by the "dissemination of the improvements imparted through the modern system of Normal teaching; but unless that system, it is respectfully remarked, convey quick perception of each pupil's character, and impose self-command on the Teacher, combined with the science of teaching inculcated, during the term of training, it will have but in part accomplished the great benefits anticipated.

I beg leave most respectfully to claim your attention to certain remarks explanatory of my sentiments on this subject, which I take the liberty to quote from Mr. Sheriff Moodie's Treatise on "Memory":



"Unfortunately there are vast numbers of dull Teachers, who do not observe, or understand, certain mental peculiarities. Every Boy who has a good natural memory, and can learn his lessons mechanically, is considered by one of these Teachers as a clever, promising Boy; the Boy, on the other hand, who must understand before he can remember, (for every hard gained acquisition of Science is a kind of annealing upon the mind), gives the dull mechanical Teacher a great deal of trouble, because he demands explanations and illustrations which the unfortunate master is incapable of giving him. The ideas, or facts, have been practically chalked on his empty mind, and he can only exhibit the blackboard to the pupil." What are the sensible deductions drawn from the above? "We need not, therefore, wonder that so many of those Boys, who are considered clever at School, turn out dull matter-of-fact men; once on the great sea of the world the man who thinks quickly shoots ahead of the man who merely learns and remembers.

The foregoing clearly and exactly indicates the rock against which it is a positive duty to warn every instructor of youth; and I trust, therefore, it will not be deemed impertinent to reiterate the hope that the Normal system will furnish the desideratum so requisite; that its benefits will be spread over the length and breadth of Canada, and destroy forever the occupation of the Mechanical Teacher,—more especially that modern pest, imported from the Neighbouring Republic, the self-styled par excellence, "Select School Teacher."

#### VI. THE PROVINCIAL NORMAL AND MODEL SCHOOL.

In my last Annual Report I explained at large the system of management and instruction adopted in this most important department of Common School Education. The Boys' Model School is limited to 150 pupils; and there are, at this moment, (May, 1849), no less than 270 applications for admission to it on the books, which we are not able to entertain. Arrangements will be completed in a few days, to accommodate 300 pupils in the Model School,—a step which will add much to the facilities of Normal School Students, in the practice of teaching. The number of Students in the Normal School during the last two Sessions of five months each, has exceeded 100. The last semi-annual examination of both the Normal and Model School afforded unqualified satisfaction to the numerous visitors present. Upwards of 250 Teachers, (seven-eighths of whom had previously taught School), have received instruction in the Normal School; and the accounts received of their success as Teachers, since they left the Normal School, is, with very few exceptions, most gratifying, in respect both to the Salaries which they receive, and the satisfaction which they give.

#### VII. MEANS EMPLOYED TO FACILITATE THE OPERATIONS OF THE SCHOOL LAW, AND IMPROVE THE SCHOOL SYSTEM.

The most serious obstacle to the successful operations of any law which incorporates the great body of the people, in its actual administration, is the want of information. No man can administer a School Law, or appreciate a School System which he does not understand; the proper understanding of that involves considerable information; and that information must be possessed by all the administrators of the law, who, in our Common School System, embrace, at least, all the Municipal Councillors, Superintendents, Trustees, Visitors, and Teachers. Deeply impressed with the utter hopelessness of any considerable improvement in our Schools without a wider diffusion of information on educational subjects and interests, and conscious of the inadequacy of the ordinary means to diffuse that information, I determined to incur the responsibility and labour of publishing a *Monthly Journal of Education*. This periodical was commenced at the beginning of the year 1848; and though the amount of subscriptions received was insufficient to defray the mechanical expenses of its publication, I have had abundant testimonies and proof of its usefulness. With a view to the wider circulation

and more extensive usefulness of this *Monthly Journal*, I addressed a Circular to the Heads of the several Municipal Councils in Upper Canada, proposing to furnish a copy of it to each of the Trustee Corporations, within their respective jurisdictions, on conditions which could easily be complied with. Several Councils responded to the proposition submitted to them, and a copy of the *Journal of Education* for the year 1849 is thus furnished to each Common School Corporation, in the Bathurst, Johnstown, Midland, Prince Edward, and Niagara Districts. Several other Municipal Councils have ordered a copy for each of their own Members, or for each Township which they represent. I dare say, future years will witness the advantages conferred upon those Districts, each of whose School Corporations has been furnished with an Educational Journal.

In the course of the year I prepared Blank School Reports for both Local Superintendents, and Trustees, and transmitted them to the several Districts of Upper Canada; and in order to secure proper and judicious attention to filling them up in all their details, I addressed a Circular to the District School Superintendents. The advantage of this course of proceeding, during the two past years, is evinced by the comprehensiveness and fulness of the subjoined Statistical Tables.

#### VIII. DESIRABILITY OF PERIODICAL VISITS BY THE CHIEF SUPERINTENDENT.

It was my intention and wish to have made an official visit to the several Districts of Upper Canada, as I had done during the year 1847; but the uncertain state of the School Law, and of the School System itself, together with the want of the necessary legal provisions for the establishment of Common School Libraries, seemed to render such a tour inadvisable. But, as I have frequently stated in official communications, I think such a visit made annually to the several Districts of Upper Canada by the Chief Superintendent of Schools would be advantageous to the progress of the School System, and that the proper arrangements should be made for it.

The law requires me to make such statements and suggestions for the improvement of the School System as I may deem useful and expedient, but as I submitted, on the 14th of October last, for the consideration of your Excellency in Council, observations on the School Law, and Draft of a short School Bill to remedy its defects and to provide for the establishment of Common School Libraries,—the Draft of Bill containing the results of two years' experience and conversations with practical men connected with Common Schools in the several Districts of Upper Canada,—and as I submitted, on the 23rd of February, further observations and a Draft of School Bill adapting the School Law to the contemplated changes in the Municipal Councils and providing for the establishment of a Provincial School of Art and Design, and for increasing the facilities of the Normal School; and as I have, moreover, on the 12th instant, submitted lengthened remarks on some of the principles and various of the provisions of the School Bill lately introduced into the Legislative Assembly, I think that any further observations in this Report on the School Law, or the School System generally, are quite unnecessary.

#### IX. THE FREE SCHOOL QUESTIONS DISCUSSED.

The subject of Free Schools,—or Schools supported by all ratepayers, according to their property, and to which the children of all have free access,—has attracted considerable attention in some parts of Upper Canada, and Schools have been supported upon this principle in several School Sections of some Districts. This system is peculiarly adapted to rural School divisions, where all the inhabitants are interested in the Common School; and wherever it has been adopted, either in Town, or Country, an increased efficiency of the Schools, and a greatly increased attendance of Pupils, have been the result. The only Town in Upper Canada that has carried out this system thoroughly during the year 1848 is the Town of Niagara, and such has been the increase



of Pupils in the Schools that their number exceeds that of the whole School population of the Town,—that is, the number of children over five and under sixteen years of age, and from beyond the limits of the Town, attending the School is greater than the number between those ages residing in the Town, not attending the Schools. The effects of this system in rural School Sections may be learned by referring to the remarks of the Superintendent of Common Schools for the District of Niagara, quoted in a former part of this Report. I may remark that this system, which has long prevailed in the New England States of America, has recently been established in some of the Eastern States, and has, during the last two months, been established by law throughout the great Neighbouring State of New York. With the view of correcting the erroneous impressions which exist in the minds of many in regard to the nature and objects of Free Schools, and to bring the great question involved in their establishment before the Canadian Public, I prepared and published, at the commencement of the present year, 1849, an Address, which will be found in the Appendix to this Report, marked Number 8.

#### X. CONTENTS OF THE STATISTICAL TABLES OF THIS REPORT AND APPENDIX.

*Table A* shows the number of School Sections and of Schools in operation during the year 1848.—The Moneys received and expended—Total Annual Salary of Teachers.

*Table B* shows the School population in Upper Canada in Districts, Cities, and incorporated Towns.—Pupils attending the Schools, and their average attendance in Summer and Winter.—Time during which the Schools have been kept open.—Number and Classification of Pupils in the various branches of Study.

*Table C* shows the Text-Books used, and the Modes of Instruction employed in the Schools.

*Table D* shows the Number of Common School Teachers, male and female, and their Religious Faith, Certificates of Qualification granted and annulled during the year, and the Character of the Schools.

*Table E* shows the Kind, Sizes, and Condition of School-houses—Number and kind of School-houses built during the year 1848—Total Number of School-houses, Freehold, Leasehold, Rented, etcetera.

*Table F* shows the Number of School Visits in 1848, by Local Superintendents, Clergymen, Councillors, Magistrates and others—Common Schools, Sunday School and Public Libraries, and the number of Volumes therein.—School Requisites, as Maps, Globes, Blackboards, etcetera.—Colleges, Academies, Grammar and Private Schools—Number of Students in them, Branches of Study, etcetera.

*Table G* relates to District Model Schools, Masters and Pupils, Moneys received and expended, etcetera. The attempt to establish District Model Schools has thus far proved a failure. Only one survives, and that is associated with a Grammar School. Sufficient care has not been taken by Councils in the selection of proper Teachers, and the establishment of a judicious system of management.

*Table H* contains an Abstract of the Accounts relating to the Provincial, Normal and Model School. Receipts and Expenditure of the Special Grant of £1,500 in full, up to May, 1849.—Receipts and Expenditure of the Annual Grant of £1,500 up to the 31st of December, 1848, and of an additional £500 granted to facilitate the attendance at it of students.

To the Statistical Report I have added an Appendix, which contains the following Tables and Documents:—

*Number One.*—Disposition of the whole Annual School Grant for Upper Canada for the years 1847 and 1848. This Table shows that no part of the School Grant is expended for the Salaries of Superintendents any more than for the Salaries of Judges.

*Number Two.*—Statistical Table, exhibiting the results of the operations of the present Common School Law for Upper Canada, (9th Victoria, Chapter 20), since its introduction in 1846-47. This Table shows the Number of Schools in operation during each year, from 1845 to 1848 inclusive. The amount of Assessment levied by the Municipal Council of each District for the Salaries of Teachers during the years 1846, 1847, and 1848, and the amount of School Rate-bills imposed upon Parents and Guardians by Trustees during the same years. The gross amount available for the Salaries of Teachers, and the Number of Pupils attending the Common Schools in each District in Upper Canada from 1845 to 1848 inclusive.

*Number Three* is the continuation of Table Number Two, showing the number of School Visits made in each of the years 1845, 1846, 1847, and 1848, and the extent to which the Text-Books recommended by the Provincial Board of Education have been introduced into the Schools during the years 1847 and 1848.

*Number Four* contains a General Statistical Abstract, exhibiting the progress of Education, as connected with Colleges, Academies, District Grammar, Private and Common Schools in Upper Canada, from 1842 to 1848 inclusive. This Table shows a most gratifying educational progress in Upper Canada since 1842. It also shows at the same time, that it is only during the last two years that anything like comprehensive educational statistics have been collected.

*Number Five* contains a copy of the Terms of Admission into the Normal School for Upper Canada.

*Number Six* is a Circular to Wardens of Districts, proposing to furnish each School Trustee Corporation with a copy of the proposed *Journal of Education*.

*Number Seven* is a Circular to District Superintendents, containing suggestions for the filling up of their blank Annual Reports.

*Number Eight* is the copy of an Address to the Inhabitants of Upper Canada on the system of Free Schools, by the Chief Superintendent of Education.

## XI. CONCLUDING REMARKS.

The various Returns furnished in the Tables of the Statistical Report and Appendix above referred to, sufficiently illustrate the general, and I may add, unparalleled success of our Common School System, as I have remarked at length in my last Annual School Report, in comparing the progress of Common Schools in Upper Canada and in the State of New York. These statistics evince that practical and general exertion, rather than theoretical and uprooting legislation, is required to place the Common School System of Upper Canada upon a level with those of the oldest of the United States of America. Let solid and varied information on the nature, importance, and means of universal education be widely and constantly diffused; let public attention be directed to common interests, rather than to party interests,—to unity rather than division,—to the practical rather than the speculative,—to the future rather than to the past,—to the moral and intellectual foundations and progress of Society, the elements of its happiness and greatness, and we shall happily witness, at no distant day, the spirit of patriotism superseding the spirit of selfishness, and an entire people growing up in the principles of virtue and knowledge, the love of country and order, the spirit of enterprise and philanthropy.



## STATISTICAL REPORTS FROM THE DISTRICT MODEL SCHOOLS FOR 1848.

District.	Masters and Pupils.		Moneys.								Miscellaneous.					Book Used.
	No. of Masters.	No. of Pupils.	Amount of Legislative Aid.	Amount received from Municipal Council Assessment.	Amount received from other Sources.	Total Amount Received.	Amount Paid Teachers.	Paid for other Expenses.	Total Expenditure.	Size and Description.	No. of Rooms.	No. of Maps hung up.	No. of Globes, etc.	No. of Volumes in Library.	Branches Taught.	
Midland .....	2	170	£ s. d. 25 0 0	£ s. d. 50 0 0	£ s. d. 101 0 0	£ s. d. 176 0 0	£ s. d. 100 0 0 66 0 0	£ s. d. 10 0 0	£ s. d. 176 0 0	£ s. d. 36 by 24 Frame	4	2	1 Globe 1 Black-board	....	Reading, Writing, Arithmetic. English Grammar. Geography. Book-keeping. Algebra, Euclid and Geometry. History. Ele- ments Natural Philo- sophy.	The National and Kirkham's Grammar. Morse's Ge- ography. Day's Alge- bra, Euclid and Geometry. Ele- English His- tory.
Johnstown.....	2	6	.....	.....	96 8 3	96 8 3	78 18 3	17 10 0	96 8 3	14 by 20 20 by 20 Stone.	2	7	2 Globes	24	Grammar, Geography. Euclid, Mathematics.	The Irish National.
Totals ....	4	176	25 0 0	50 0 0	197 8 3	272 8 3	324 18 3	27 10 0	272 8 3	.....	6	9	3 G., 1 Bk.	24	.....	.....

ACCOUNT OF THE RECEIPTS AND EXPENDITURE OF THE SPECIAL GRANT OF £1,500 FOR "PROCURING AND FURNISHING SUITABLE BUILDINGS FOR THE NORMAL SCHOOL" IN FULL UP TO MAY, 1849, AND OF THE ANNUAL GRANT OF £1,500 IN SUPPORT OF THE NORMAL SCHOOL FOR THE YEAR 1848; ALSO, AN ADDITIONAL £500, GRANTED TO FACILITATE THE ATTENDANCE OF STUDENTS AT THE NORMAL SCHOOL.

Special Account—Receipts, 1846-9.			Special Account—Expenditure, 1846-9.		
£	s.	d.	£	s.	d.
Warrants issued by command of His Excellency the Governor-General in full of Special Grant of £1,500 (as stated in the Annual Report for 1847), under authority of the Statute 9 Vic., chap. 20, sec. 5.....			Total under heads of Expenditure :		
.....			Carpenters and Masons.....		
.....			Painters and Glaziers.....		
.....			Architect.....		
.....			Stoves and Furniture.....		
.....			Gas and Water Fittings.....		
.....			£1,499 8 5½		
Current Account—Receipts, 1848.			Current Account—Expenditure, 1848.		
Warrants issued by command of His Excellency the Governor-General, on account of the current expenses of the Normal School, up to the 31st of December, under authority of the Statute 9 Vic., chap. 20, sec. 5.....			Total under heads of Expenditure :		
.....			Salaries and Wages.....		
.....			Books, Apparatus and School Requisites.....		
.....			Agriculture, Chemistry and Natural Philosophy.....		
.....			Advertising and Printing.....		
.....			Repairs and Contingencies.....		
.....			Gaslight, Water, Rent and Wood.....		
.....			Assurance.....		
.....			Aid granted to Students to facilitate their attendance at the Normal School for Upper Canada.....		
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APPENDIX TO THE ANNUAL REPORT OF THE NORMAL, MODEL AND COMMON  
SCHOOLS, IN UPPER CANADA, FOR THE YEAR 1848.

No. 1.—DISPOSITION OF THE ANNUAL SCHOOL GRANT FOR THE YEAR 1847.

	£	s.	d.	£	s.	d.
Total Parliamentary Grant in aid of Common Schools in Upper Canada for the year 1847 .....	21,000	0	0			
Unappropriated balance of the Annual Grant for the year 1846, added to the above .....	20	9	5	21,020	9	5
Amount appropriated in aid of Common Schools in the several Districts in Upper Canada, as per Statistical Report for that year .....	19,855	9	6½			
Amount appropriated in aid of Common Schools in the Cities of Upper Canada, as per Statistical Report for that year .....	650	12	1¾	20,506	0	8½
Amount deducted by authority of the Statute 9 Vic., chap. 20, sections 2, 5 and 36, and expended in 1846, under the authority of the 5th section, in fitting up and furnishing suitable buildings for a Normal School, being part of the Special Grant of £1,500 towards that object .....	500	0	0			
Balance unappropriated .....	14	8	8¾	514	8	8½
				£21,020	9	5

No. 2.—DISPOSITION OF THE ANNUAL SCHOOL GRANT FOR THE YEAR 1848.

	£	s.	d.	£	s.	d.
Total Parliamentary Grant in aid of Common Schools in Upper Canada for the year 1848 .....	21,000	0	0			
Unappropriated balance of the Annual Grant for the year 1847, added to the above .....	14	8	8¾	21,014	8	8¾
Amount appropriated in aid of Common Schools in the several Districts of Upper Canada, as per Statistical Report for that year (accompanying) .....	17,658	0	0			
Amount appropriated in aid of Common Schools in the Cities of Upper Canada, as per accompanying Statistical Report .....	845	11	8			
Amount appropriated in aid of Common Schools in the Incorporated Towns of Upper Canada, as per accompanying Statistical Report .....	744	6	8	19,247	18	4
Sums deducted under authority of the Statute 9 Vic., chap. 20, sections 2, 5, 35 and 36:						
For the Normal School, being part of Special and Annual Grant of £1,500 each, for the year 1847 .....	1,600	0	0			
In support of the Model School of the Midland District for the year 1847 .....	20	0	0			
In support of the Model School of the Johnson District for the year 1847 .....	50	0	0			
In support of the Model School of the Dalhousie District for the year 1847 .....	20	0	0			
Balance reserved in aid of Poor Schools in Townships not represented in any District Council, as authorized by the 6th section of the Act .....	76	10	4¾	1,766	10	4¾
				£21,014	8	8¾

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THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL  
MODEL AND COMMON SCHOOLS IN UPPER CANADA  
FOR THE YEAR 1849.

*To His Excellency the Right Honourable James, Earl of Elgin and Kincardine, Governor  
General of Canada, etcetera, etcetera, etcetera.*

MAY IT PLEASE YOUR EXCELLENCY:

As required by Law, I have the honour to submit to Your Excellency a Report of the state of the Normal, Model, and Common Schools in Upper Canada, for the year 1849, with "such other statements and suggestions relating to Education generally," as appeared to me "useful and expedient."

Periodical School Reports are characteristic of all educating countries, and are the intellectual barometers which indicate the varying states of a people's educational and social progress. Statistical returns are the most obvious and tangible indicator of that progress; but to ascertain it with accuracy and clearness, and to appreciate it with justice and fulness, require a watchful observation of the diversified aspects and phases which society presents from season to season, and from year to year. It is also necessary to take into account the adverse or favourable circumstances which, as adverse winds or fair breezes affect the speed of the gallant ship, retard or quicken the progress of this greatest of all national interests.

Legislation is confessedly an essential element of educational progress. It involves the foundation and framework of a system of public instruction; and, when deliberately and carefully matured in a free country like ours, it is the embodiment of the public sentiment and the expression of the national heart on the subject of educating the young. But frequent changes in a school law, like frequent changes in the sentiments and purposes of an individual in the prosecution of any undertaking, impede rather than promote the work of education—destroy the sacredness and paralyze the authority of law—distract public attention, and discourage individual exertion. Even remedying defects in the details of a school law is sometimes attended with serious temporary inconvenience, though the fundamental principles may be maintained inviolate. This was the case in 1846. The fundamental principles of the act passed in June of that year, were the same as those of the Act passed in October, 1843. The former was but a simplification and extension of the principles and provisions of the latter. Yet considerable inconvenience was experienced at first in the substitution of the one for the other; but the advantages of it were soon widely felt and generally acknowledged. Less difficulty and inconvenience attended the introduction of the new School Law, and the establishment of the new School system for cities and towns, in 1847,—arising from its easy and natural adaptation to such compact municipalities.

During the year 1849, the uncertainty and perplexity of the public mind in respect to the School Law were peculiarly unfavourable to the interests of the Schools. The suspense of the first two or three months of the year as to whether the Law and its administration would be maintained or abolished, and the passing of a new School Law in May, providing for radical changes in the whole working of the School system, (though not to take effect until the commencement of the present year), caused much uneasiness and discouragement amongst the warmest friends and most zealous promoters of elementary education. I, therefore, entertained painful fears as to the results of the year's operations; fears which, I am happy to say, have been removed by the encouraging character of the Statistical Returns from the several Districts. These Returns show that the impulse which the public mind had received, was sufficient to overcome the resistance caused by the untoward circumstances referred to, and even to make some advancement upon the proceedings of previous years. In analyzing these returns, I will proceed in the order of the Statistical Tables appended; remarking that



they are not extended to Townships, as in my Report for 1847, but are limited to Districts, Cities, and Towns—each District Return containing, of course, the aggregate of the Township Returns in such District.

### I.—SCHOOL SECTIONS AND SCHOOLS.

1. NUMBER OF SCHOOL SECTIONS.—These are the smallest School divisions recognized by law, each being designed, as a general rule, for one school, and containing an average of about 83 children between the ages of 5 and 16 years. The average number of children between these ages in each School (section) district in the State of New York is 66; though the average number attending School in each School district there is 69, the number under 5 and over 16 years of age attending the Schools being greater, in the ratio of 23 to 22, than the number between those ages who do not attend the Schools; while the number attending the School in each School Section in Upper Canada is less, in the ratio of 45 to 83, than the number of children between those ages. From Table A, it appears that the whole number of School Sections in Upper Canada is 3,036—being an increase of 77 over that of the preceding year. From the same Table it will be seen that 2,871 Schools are reported to have been in operation; being an increase of 71 on the year preceding—a very gratifying fact. It is believed that the increase in the number of School Sections has arisen from the formation of new Sections, and not, except in very few instances, from the division of old ones. In my Report for 1847, I pointed out at large the disadvantages and evils of small School Sections; I will not, therefore, dwell upon the subject in this place. With the increased facilities for the establishment of Free Schools, so admirably adapted to secure the attendance of *all* the children of school age, our School Sections do not appear, in general, to be much too small. It is too much to expect that all the children of school age in every Section will attend School all the year. Some will, of necessity, be otherwise employed, or confined, a part of the year; and, as a general rule, a Teacher cannot do justice to more than 60 or 70 Pupils at one and the same time. The increase of population and the increased attendance at Schools in the several Sections, will gradually diminish the evils of their smallness where it has been permitted. The new School Act contains ample provisions against untimely and hasty divisions of School Sections, or undesired changes in their boundaries.

### II.—SCHOOL MONEYS.

Table A shows the sums which the people of the several Districts and Sections have voluntarily imposed upon themselves, by Assessments and Rate-bills, for the support of Common Schools, irrespective of the sums imposed and collected for the erection and repair of School-houses, of which we have, as yet, no general returns. It will be seen, that under the heads of Municipal Council Assessment and School Section Rate-bill, there is an increase upon the sums imposed and collected the preceding year. The whole sum available for the Salaries of Teachers for the year 1849, was £38,473 1s. 4¼d., being an advance of £2,408 19s. 1d. upon the sum available for the same purpose in 1848. The total amount available, from all sources, for the Salaries of Common School Teachers in the State of New York, in 1849, was £156,364 3s. 5½d.—not twice the amount raised in Upper Canada, for the same purpose, the same year, with only one-fourth the population of the State of New York. But in addition to this sum, there was raised in the State of New York, for "Library purposes," the sum of £22,018 17s. 7½d. The comparison, however, is still largely in favour of Upper Canada in proportion to population. This fact alone, considering the infancy of our School System, and comparative newness of our country, should make every right-hearted Canadian feel proud of his country; and it is a sufficient answer to the objection, that Upper Canada is not yet prepared for the more matured School Systems of the neighbouring States. I think that the assailant of Canadian Institutions, and of the Canadian people, ought to

ponder upon this fact, and retract his calumnies and blush for the wrong and ingratitude which he has committed against the country of his birth or adoption.

### III.—NUMBER OF PUPILS ATTENDING THE SCHOOLS.

It appears from Table B that the whole number of children in Upper Canada, in 1849, between the ages of 5 and 16 years, was 253,364—being an increase on the preceding year of 12,262; that the whole number of Pupils on the School Registers was 137,633, which, though an increase of 9,183 on the year preceding, exhibits the humiliating and distressing fact, that little more than one-half the youth of Upper Canada attend the Schools, notwithstanding the provisions made for their support! The same Table shows that the total number of Boys attending the Schools was 76,536; of Girls, 61,929. That the total average attendance of Pupils in the summer was 72,204—of Boys 39,382, of Girls 32,822—being an increase of nearly 2,000 on the average summer attendance of Pupils over the year preceding. That the total average attendance of Pupils during the winter was 78,466—of Boys 46,402, of Girls 31,964—a considerable increase also on the corresponding average attendance of the preceding year. It appears from these Returns that a considerably larger number of Boys than Girls are educated in the Common Schools; that the attendance of Girls at the Schools in Summer and winter varies but little; that winter attendance of Boys is to that of summer, as 46 is to 39—a much less difference than is generally supposed. It may also be observed, that the average attendance of Pupils at the Schools, as compared with the whole number on the School Registers in Upper Canada, is as 3 to 6, while in the State of New York it is as 3 to 7, and with respect to the length of time during which each Pupil attends School in the course of the year, the New York State Superintendent, in his School Report of 1848, remarks, that “with all the advantages our system presents, not one-seventh of the children reported, between 5 and 16 years of age, attend the Schools even six months.”

### IV.—TIME OF KEEPING OPEN THE SCHOOLS BY QUALIFIED TEACHERS.

It is encouraging to observe, that on this point also, Upper Canada compares favourably with the older State of New York. In the State of New York the law requires a Common School to be kept open by a qualified Teacher four months of the year, in order to be entitled to a share of the School Fund, and the State Superintendent, in his last Annual Report, says, “In the several reporting districts, Schools have been maintained by duly qualified Teachers for an average period of eight months during the year embraced in the Returns.” In Upper Canada, each Common School must be kept open six months in order to be entitled to share in the School Fund; and during the last year, (see Table B), the average time of keeping open the Schools by legally qualified Teachers, was nine and one-third months—being an increase of one-third of a month over the preceding year, and being one month and a third of a month over the average time of keeping open the Schools by legally qualified Teachers in the State of New York during the same year; that is, Upper Canada was one-sixth in advance of the State of New York last year in the time of keeping open her Common Schools by legally qualified Teachers.

### V.—CLASSIFICATION OF PUPILS, AND SUBJECTS TAUGHT IN THE SCHOOLS.

Table B also exhibits the classification of Pupils, and the number instructed in each subject or branch of study in the Schools of each District in Upper Canada. It will be seen that there are five Reading Classes, in harmony with the five Readers of the National Board of Education for Ireland—the first being the lowest and the fifth the highest Reading Class. The Returns of Pupils in Arithmetic include three divisions—those who are in the first Four Rules, those in the Compound Rules and Reduction, and those in Proportion and above. The same Table shows the number of Pupils in each District, in Grammar, Geography, History, Writing, Book-Keeping, Mensuration, Algebra,



Geometry, Elements of Natural Philosophy, Vocal Music, Linear Drawing, and other Studies, such as the Elements of the Latin and Greek Languages, &c., which are taught in some of the Common Schools. By referring to the bottom of Table B, the totals of the Returns for 1848, under the same heads, will be found; and it will be observed that under every head except one there is an improvement in favour of 1849. The Returns of 1848 showed a similar advance on those of 1847—the first year that this kind of Educational Statistics was ever collected in Upper Canada. It is also gratifying to observe that the teaching of Vocal Music is beginning to be introduced into the Schools—one of the early fruits of the present system of Elementary Instruction.

#### VI.—BOOKS USED IN THE SCHOOLS—MODES OF TEACHING.

By Table C is shown the Text-books which are used in the various subjects taught in the Schools, and the extent to which each Book is used in the Schools of the several Districts of Upper Canada. From the comparative view of 1848 and 1849, given at the bottom of the Table, it will be seen how steadily and rapidly the admirable series of National School Books are superseding other inferior Text-books. To this there are two exceptions: I do not think that the Elementary National Grammar is equal either to Lennie's or Kirkham's Grammar, (both of which have been recommended by the Board of Education); and I have so expressed myself, from time to time, in papers emanating from this Department. Nor do I think the Elementary National Geography at all equal, in merit and adaptation to our Schools, to Morse's Geography, for reasons that I stated at length in my Annual Report for 1847, page 12. The National Geography Generalized is a comprehensive and a valuable book, and is used with great advantage in the Provincial Normal School, but is too large and expensive for young Pupils.

The great object contemplated and gained by the introduction and use of an uniform series of Text-books in the Schools, is three-fold:—1. The substitution of Books of superior value for those of inferior value, or of objectionable character. Perhaps no opinion is more unanimous among competent judges, than that many of the Books which have been used in our Schools, and are still used to some extent, are next to worthless for the accomplishment of the objects for which they are used, if not pernicious in their tendency; nor have I heard it pretended on any occasion, much less from any quarter entitled to respect, that the motley variety of School Books, which chance, time, circumstances, and itinerant vendors have strewed over our country, are comparable in excellence with the series of National School Books, which have been recommended by the Provincial Board of Education for use in all our Schools. 2. A second object contemplated by an uniform series of Text-books for Schools, is the classification of Pupils and the greater efficiency of Teaching. When there is but one series of Readers, one Arithmetic, one Geography, one Grammar, &c., used in a School, all the pupils of like attainments in such School in any one branch or subject, can be formed into the same class; and as a public speaker can address one hundred persons as easily as he can address ten, so a Teacher can teach a class of twenty Pupils as easily as he can teach two. The fewer classes, therefore, he has in his School, the more instruction he can give on any subject and to each Pupil in a given time. But Pupils cannot be thus classified where there is a diversity of Text-books in the same subjects of instruction. The use of an uniform series of Text-books in each School, will, therefore, add greatly to the value of a Teacher's time, and to the amount of knowledge imparted to the pupils, or of mental development by appropriate exercises. And when a Teacher becomes familiar with a series of Text-books, the order of subjects and the mode of illustrating them, he can use such accustomed instruments of teaching with more ease and to greater advantage, than when new books are constantly thrust upon him. It is scarcely possible to devise a scheme more seriously to paralyze a Teacher's exertions, and lessen the value of his labours, than by denying him the means of classifying the Pupils of his School, and by distracting his attention and wasting his time in teaching

them one by one, instead of teaching them by classes. 3. A third object resulting from the use of an uniform series of Text-books in the Schools, is their greater cheapness. A merchant can sell an article much cheaper when the demand for it is very large, than when the demand is limited; the publisher of a newspaper can afford it at a much less price per annum, when the circulation of it is twenty thousand copies, than when it amounts to one or two thousand. So can the publishers of School Books sell them cheap in proportion to the extent of the demand for them. The more general the demand for any one series of School Books becomes, the greater will be the competition and enterprise to supply that demand. The Books will thus be produced better in quality and lower in price. In whatever light, therefore, we view the introduction of an uniform series of good School Books, the gain—the vast gain of it—is on the side of the Pupils and their Parents.

An objection has been made to this effect:—"Admitting the desirableness and importance of having but one series of Books in each School, it does not follow that the same series of Books should be used in all the Schools of the Province; one series may be used in one Township or County, and another series may be used in another Township or County." To this I reply, first, that I do not know of more than one series of School Books which has been used in any part of Upper Canada, or which has been commended by any party. There are isolated books on some subjects to which partiality has been expressed in some places, and perhaps, upon very just grounds, but I know of no Series of School Books on any one subject, (except the National Series recommended by the Provincial Board of Education), which has been commended by a single Municipality or publication in Upper Canada. A good Book or two will not supply the wants of a School in which various subjects are taught, and the Pupils of which are conducted from step to step through each of those various subjects. If each Pupil should advance step by step, and from one subject to another in the order of Nature, the Text-books employed in his instruction should be constructed and connected in the same natural order. It is upon this principle that the School Books of the National Series are prepared; and this is one of the characteristics of their excellence. But I reply, secondly, to the objection above stated, that if a series of Text-books is best for the Schools in one Township or County, why is it not the best for every Township and County? The same ground of Common School Education is to be occupied in every County of Upper Canada; the National Books are the only series which cover the whole of that ground; why would it not then be most beneficial to use them in every County, if it be so in any one County? It is true, that the first object to be gained, is uniformity of Text-books in each School, then in each County, and then throughout the Province, as required by the reason just assigned, by the frequent removal of Teachers and Pupils from one County to another, and by a regard to the cheapness and ample supply of good Books. This view is maintained by the present able and enlightened Superintendent of Common Schools in the State of New York, the Honourable C. Morgan. In one of the concluding paragraphs of his last official Instructions, as authorized by law, he remarks, as follows:—

"It is believed, that a more propitious period could not be presented, when an earnest and systematic effort should be made to relieve our institutions of Elementary Instruction from the diversity and constant change of Text-books. Whenever such an uniformity can be extended throughout the districts [sections] of a Town [township], and throughout all the Towns of the County, it is very desirable that such extension should be made; but from the great diversity of views in relation to the relative merit of different works, the progress of this extension must necessarily be slow. The foundations may, however, be laid by the attainment of uniformity in the respective Districts, for an ultimate harmony of views and concert of action on a wider theatre."

All Educational writers in the neighbouring States, without exception, so far as I have observed, as well as European Educationists, agree with the New York State Superintendent as to the great advantage and importance of uniform Text Books for the



Schools. The difficulty with our American neighbours has been and still is, the pre-occupation of the ground by rival publishers and sellers of School Books, and the flooding of the whole Union—especially the older States—with an endless diversity of such books. The School authorities of cities and towns, and many counties, have interposed to stay the evil, and have permitted but one selected series of Text Books to be used in the Schools under their charge; successive efforts have been made by the ablest and most enlightened men in the different States, to secure this object for the whole State, by investing the Executive with authority to appoint a Board for the selection of a series of Books for the Schools in the State; but the host of book-makers and publishers, book-sellers and others interested in keeping up the variety and prices of books, have hitherto defeated the accomplishment of that object. In Upper Canada, these obstacles have existed only to a very limited extent; not a single complete series of School Books has been published or printed in this Province, except the series of National books adopted and recommended by the Board of Education; the two or three isolated School Books which have been reprinted or published, have been so notoriously inadequate, if not unsuitable to the Educational wants of the Country, that they have rather been arguments for, than objections to, the introduction of an uniform and better series of Text-books. The only parties who have made any considerable opposition to the accomplishment of this object, are interested importers and vendors of foreign School Books, and those who have been influenced by them into the belief that such books were cheap. The fact is, that when certain School Books have begun to be superseded by other more attractive and popular books of the same class, they have been sent into the Canadian market, at reduced prices in some instances, with imposing representations upon those who knew no better. It is thus, that large quantities of books have been puffed up and disposed of in Canada, which were falling into disuse, or which had become almost a nuisance in the American market. Our School law, by prohibiting the use in our Schools of all foreign books in the English Branches of Education without the express permission of the Provincial Board of Education, provides a protection for the people in the various parts of the Province against such illusions and impositions. The Board has the means of not only examining, with the utmost care, each foreign School Book proposed for use in our Schools, but also, from Official Reports and Returns made to the New York Legislature, the number of Academies and principal Schools in the State in which each School Book is now used, or has been used in past years, and to what extent the use of it may have declined or increased, or may exist in comparison of other School Books on the same subject. This is information which the people generally, or even County Boards, are not in circumstances to acquire, nor is it reasonable to suppose that they would be willing to incur the requisite labour and expense to do so. The Board of Education has shown a disposition to recommend American as well as other Books, the use of which in our Schools is likely to be beneficial. But the great diversity of Text-Books in the Schools is the very evil which the New York State Superintendent so strongly deplures, and which so greatly impairs the efficiency of the Schools there. It is of great importance to preserve the Common Schools of this Country from an evil of such magnitude—apart from any political consideration whatever. In this most important element of an efficient School System—uniformity of Text-Books in the Schools—we have already, and are likely to have to a much greater extent, the advantage over our American neighbours, an advantage which, in connexion with the early introduction of Normal School training amongst our Teachers, the noble spirit of progress which is evinced by the people of Upper Canada in School matters, will, I trust, in a few years place our country in a position of which every lover of it may justly be proud.

Before dismissing this topic, I desire to guard against misapprehension. In speaking so strongly on the importance of a series of uniform Text-Books for the Schools, I do not refer to the amount of knowledge which may be acquired from the use of particular books. This is the least important view of the subject. It is the facilities which the use of such a series of Text-books affords to the Teacher in the classification, exercises,

and advancement of his Pupils. It should never be forgotten, that it is the Teacher that makes the School. He cannot, of course, make the School without books, any more than a mechanic can work without tools. If the tools are of a good quality and suitable construction, the mechanic can work to so much the greater advantage. The Text-books are the tools which the Teacher uses in developing and moulding the resources and powers of intellect and heart committed to his charge. The quality and appropriateness of his tools are important in the successful application of his skill; but the best tools are of little importance without a skilful hand to use them. It is, therefore, on the character, ability, and skill of the Teacher, that every thing chiefly and essentially depends in the efficiency of a School. This does not, however, derogate from the importance of providing proper tools to enable the Teacher to develop mind, and impart knowledge, as well as Pupils to acquire it.

Modes of Teaching in the Schools are closely connected with the Text-books used, and are shown in the last three columns of Table C. If there is no uniformity of Text-books, then the individual mode of teaching—or teaching one by one—must be resorted to, and the Teacher's time and labour must be broken into as many fragments as he has pupils to teach. This is like the Minister of a Congregation undertaking to teach, by delivering, one by one, to his auditors, his counsels on each successive subject of instruction. But where there is uniformity of Text-books in a School, then, as the Pupils can be classified, the simultaneous mode—or teaching by classes—can be employed (as has been shown above—to the great advantage of all parties. In some of the Schools, and in connexion with either or both of the modes of teaching just mentioned, a third mode is adopted, namely, the Monitorial—or teaching by the aid of Monitors,—who usually consist of one or more of the most advanced pupils in each branch or subject taught. This mode of teaching owes its celebrity to Lancaster and Bell; but that celebrity, which, at one time, excited the admiration and applause of half Europe, has fallen very much and very justly into disrepute. The boasted aphorism of the system once was,—“Give us a pupil to-day, and we will return you a teacher to-morrow!” But experience soon taught parents, at the expense of their children, the absurdity of the extravagant pretension; and that, what was gained in alleged cheapness, by resorting to such a mode of teaching, was more than balanced by the loss of efficiency in the teaching itself—that the teaching of a pupil could not for a moment be placed upon a par with the teaching of a Teacher. This mode of teaching has been universally condemned on the Continent of Europe; its existence lingers in only a portion of the elementary schools of Belgium, and a few Schools in France; it has never obtained to any considerable extent in the United States, and it is falling more and more into disuse in Great Britain and Ireland. Nevertheless, where Schools are large, this agency can be employed to a limited extent, to the great advantage of pupils—to the younger pupils in the preparation of their exercises and the learning of their lessons, and to the Monitors themselves by the early practice of communicating and reviewing what they have learned. But no child should be left from day to day, much less from week to week, to the sole teaching of a pupil-monitor. This is unjust to both parents and children, as the former send and the latter go to the School, not for the teaching of another pupil, but for that of the Master. The Monitor should aid, not supersede the Master. Monitorial teaching should be an addition to, not a substitution for, the regular teaching of the School. How far this is the case in our Common Schools, where the monitorial mode of teaching obtains, I am not able to state in this Annual Report. It is, however, gratifying to observe by Table C, that the Individual mode of teaching prevails in 147 fewer Schools in 1849, than it did in 1848; that the Monitorial mode of teaching also declined to the extent of 46 Schools; while the Simultaneous mode of teaching prevails in 497 more Schools in 1849, than it did in 1848—one of the early fruits of the introduction of an uniform series of Text-books in the Schools, and the discussions which have taken place on the subject. It appears that the Individual mode of teaching prevailed, in 1849, in 278 Schools; the Monitorial mode in 117 Schools; and the Simultaneous mode in 2,485 Schools.



## VII.—CLASSIFICATION AND SALARIES OF TEACHERS, AND CHARACTER OF SCHOOLS.

Table D contains the returns of the total number of Teachers employed in each District, City, and Town in Upper Canada, (both male and female,) their religious faith, average salaries, the certificates of qualification granted by local Superintendents and Visitors; and the character of the Schools. It appears that the total number of Teachers employed during a part or the whole of the year, was 3,209, (32 more than in 1848); of whom 2,505 were male and 704 female Teachers—being a decrease of 2 male Teachers, and an increase of 34 female Teachers, as compared with the Returns of the preceding year. The returns under the head of Salaries of Teachers, are very defective; but in the several Districts from which returns have been received, it appears that the salaries of Male Teachers vary from £40 to £112, those of Female Teachers from £20 to £60. Under the head of Certificates of Qualification given to Teachers, there is a decrease of 59 in the number given by Visitors, and an increase of 207 in the number given by Superintendents—showing that the practice of Visitors giving certificates (which is now abolished by law) had already begun to fall into disuse by the progress of intelligence among the Teachers and people. From the returns made under the head of Character of the Schools, nothing very decisive can be ascertained, as to the standing of the Schools—since no uniform standard has yet been fixed by law, and the classification given is simply the judgment of each local Superintendent as to the relative merits of the Schools in his District, in comparison with each other, rather than their relation to any elevated standard satisfactory even to himself. When, however, a proper classification of Teachers and Schools shall have been made, as the new Act contemplates, the returns under this head will furnish more definite, if not more satisfactory, information.

## VIII.—SCHOOL HOUSES.

Table E embodies all the information which has been collected during the year relative to School Houses in each District of Upper Canada—their kinds, sizes, conditions,—the number and description of School Houses built during the year, the number rented, and the description of title by which the Common School property in the various parts of the Province is held. I regret to observe the negligence which seems to have been allowed in collecting or preparing complete returns under the several important heads of this Table. From all the Cities and Towns, and from ten of the Districts (embracing some of the most populous in the Province) there is no return whatever of the number of School Houses built during the year; and from most of the others, the returns appear to be very defective. For example, the total number of School Houses returned for 1849, is 312 less than the number returned for 1848. We cannot suppose that 312 School Houses ceased to exist in one year, especially when in the few Districts from which returns have been made, it appears that 77 new School Houses were built. Under most of those heads of information, the statistics of which are collected by the local Superintendents, rather than from the Trustees' Reports, I find the returns for this year much more defective than those of the preceding year—arising, doubtless, from the doubt and indifference produced the latter part of the year by the anticipated abolition of the office of District Superintendent. But, as imperfect as these returns are, it appears from them that there is an encouraging advancement in the condition and character of the School Houses. Two years since, I called the special attention of the Municipal Councils to the unsatisfactory state of the titles to Common School property. I am happy to observe by these returns, as defective as they are, that there is a decrease of 74 in the number of leasehold or rented School Sites, and an increase of 47 in the number of freeholds. Still it is lamentable to observe, that of 2,973 School Houses returned, 1,131 of them are represented as rented or held under lease.

## IX.—SCHOOL VISITS.

An essential instrumentality in the universal and thorough education of the people, is the sympathy and active co-operation of the intellectual and wealthy classes. The absence of such sympathy and co-operation has been, and still is to a considerable extent, the most formidable obstacle to the attainment of that great national object. The Visitorial sections of the Common School Law were framed to develop this hitherto latent element of moral power in behalf of popular education. The result of the experiment has, thus far, been most satisfactory; and I anticipate still more potent results in future years. From Table F it appears that the number of School visits by District Superintendents during the year, was 2,955—being an advance of 140 upon those of the year 1848; that the School visits of Magistrates were 1,423—being a decrease of 36; that the School visits of District Councillors were only 974—being, however, an increase of 15; that the School visits of Clergymen were 2,855—being an increase of 594; that the number of other School visits was 7,577—being an increase of 1,229; that the total number of School Visits during the year was 15,777—being an increase on those of the preceding year of 1,942. As these visits to the Schools are voluntary on the part of all persons who make them, their number and increase may be regarded as indicating the growing interest among the more intelligent and influential classes of society, in the sound and universal Education of the rising generation.

## X.—LIBRARIES, SCHOOL REQUISITES, COLLEGES, GRAMMAR AND PRIVATE SCHOOLS.

The information collected under these heads will be found in Table F. The returns under the heads of Libraries, Colleges, Grammar and Private Schools, have been voluntarily made, as they are not required by any legal enactment. But as it has been considered desirable, that in some periodical public document, a complete view of the Educational state of the country should be given; and as no attempt of the kind has been made or proposed from any other department, I have prepared, during the last three years, columns under the heads of Libraries, Colleges, Grammar and Private Schools in the blank Annual Reports transmitted to District Superintendents, requesting them to fill them up as far as they could obtain the requisite information to do so. Table F exhibits the results of these inquiries in each District in Upper Canada. The returns under the heads of Colleges and Grammar Schools are too vague and imperfect to answer any practical purpose; the same may be said of the returns of Private Schools. Yet the returns under these heads are sufficient to attest the Educational progress of the country, upon the ground not occupied by the Common Schools. It is gratifying to observe, that although no Governmental measures have been adopted for the establishment of Common School Libraries, yet fifty-two have been established in several Districts—being an increase of no less than twenty-six on the returns of the preceding year. The fifty-two Common School Libraries contain 5,215 volumes—being an increase of 3,636 volumes during the year. There will also be found an encouraging increase of volumes in the Sunday School and Public Libraries reported. The total number of Libraries reported are 505—containing 68,571 volumes; being an advance of 74 Libraries and 8,694 volumes, upon the number reported the preceding year.

Under the head of School Requisites, it will be seen that 1,085 Schools are reported as having large maps—being an increase, during the year, of 389; 49 Schools as being furnished with globes—being an increase of 7; 1,330 as provided with black-boards—being an increase of 529. Nothing speaks more decisively than the furnishing of Schools with such requisites, as to the advancement which is taking place in the minds of the people in various parts of the Province, in providing good Schools and sound Education for their children. In every instance where maps, globes, and black-boards are provided for a school, it shows practically that the people have acquired correct views of the nature of a good Common School Education, and of the means of imparting it, and that they are nobly disposed to secure it to their children. This is the more praise-



worthy and encouraging, as the grown up inhabitants of the country have, to a great extent, been deprived of these educational advantages themselves.

# XI.—PROVINCIAL NORMAL AND MODEL SCHOOL.

In my Annual Report for 1847, I explained at large the nature of the system of instruction pursued in the Provincial Normal and Model Schools, and the manner of their establishment and superintendence. In my Report for 1848, I briefly adverted to the statistics, exhibiting their continued and increasing success.

As the Institution has now been in operation two years and a half, and as the Legislature has determined to place it upon a permanent footing by continuing and increasing its means of support and usefulness, and by providing liberally for procuring premises and erecting buildings. I think it due to the public to present as complete a statistical view as possible of the operations of this first Normal College for the people. This will be found in Table I, abstracts numbered 1, 2, and 3. The Institution has been open five Sessions of five months each. Abstracts, number 1, Table I, shows the number of Students applying for admission, rejected or admitted each Session; whether male or female; how many of them had previously been Teachers; how many of them received assistance, and the amount of assistance given; how many attended a second Session without assistance; how many left during each Session to take charge of Schools, or from sickness or poverty; how many were dismissed for incapacity or negligence, or excluded for misconduct; how many received regular certificates. Abstract number 2, of the same Table, shows the Districts from which the Students have come, and how many from each; and Abstract number 3, shows the Religious professions of the Students.

The Table itself sufficiently evinces the success of the experiment; but it will probably appear more satisfactory by comparing it with that of the New York State Normal School, at Albany. It will be recollected, that the population of the State of New York is three millions—that of Upper Canada three-quarters of a million,—one-fourth of the population of New York. The State Normal School at Albany, has been in operation five years; that of Upper Canada two years and a-half. In each Institution there have been two Sessions or Terms each year. During the ten Sessions of the New York State Normal School, 1,861 Students have been admitted; of whom, the Executive Committee in their last Annual Report state, “428 have graduated, and 1,130 have enjoyed the advantages of the School, for a longer or shorter period.” During five Sessions of the Upper Canada Normal School, 625 Students have been admitted, of whom 299 have received regular certificates on leaving the School. Had the Upper Canada Normal School been open as many Sessions as that of the State of New York, and supposing no increase whatever in the number of Students during the last five Sessions, the number of Students in Upper Canada would have been two-thirds instead of one-fourth as many as in the State of New York. But the following Table will show the number admitted into each School during the first five Sessions of its existence:—

Session.	Normal School of	
	Upper Canada.	New York.
First Session .....	71	98
Second Session .....	140	185
Third Session .....	123	197
Fourth Session .....	131	205
Fifth Session .....	160	178
	<hr/> 625	<hr/> 863

Now the attendance at the Upper Canada Normal School, in proportion to the populations of the two countries, should have been one-fourth of that of the New York Normal

School; instead of which, it is three-fourths. When, therefore, the success of the New-York State Normal School is regarded as a ground of satisfaction and congratulation to the statesmen and educationists of that State, the success of our own Normal School must be viewed with peculiar satisfaction by every true-hearted Canadian.

The conditions and engagements on which Students have been admitted into both Institutions, are precisely the same; the course of Instruction in the two Institutions is essentially the same, with two exceptions. In our Institution, practice in teaching is incorporated with the whole course of Normal School instruction, in a Model School of 300 Pupils. At Albany, the Student practices teaching only about two weeks at the close of the session, in what is called an "Experimental School" of 90 Pupils. With us, prominent attention has been given, from the commencement, to Vegetable Physiology, Agricultural Chemistry, and the Science of Agriculture, and graciously encouraged, during the last two years, by the Governor General, by means of Prizes to the best proficient in Agricultural Science. At Albany, this last subject has only engaged the practical attention of the authorities of the State Normal School during the last year. The extracts from several District Superintendents' Reports, given in the following section, will show the influence already of our Normal School Instruction, in different parts of Upper Canada; and I believe the following paragraphs, taken from the last Annual Report (for 1849) of the Executive Committee of the State Normal School, at Albany, in reference to the influence of that Institution, during the last five years, may be applied with equal force to the influence of the Upper Canada Normal School during the last two years and a half:—

"It is believed that the Teachers from the Normal School, have caused great improvements in the Schools where they have taught, in regard to Reading, Spelling, and the study of Geography and Arithmetic: Drawing, Map Drawing, and Vocal Music have also been generally introduced; and in a considerable number of our Schools, Algebra and Geometry are regular studies. This marks a state of progress far in advance of what the District Schools exhibited twenty years ago, and while the Committee do not claim a tithe of this honour as due to the Normal system, they nevertheless are of opinion, that the Normal School has given additional impetus to the forward tendency, and has placed Common School Education in such a position that it cannot go backwards. From the very nature of the system, its influence must also steadily increase, and the day is not far distant when, as a legitimate effect of the Normal School, not only greater thoroughness, but also higher attainments will be demanded of the Common School Teacher.

"The history of the past five years, exhibits also a very gratifying improvement in the circumstances of the Teacher; the profession is becoming more respectable, the salaries are considerably increased, and there is a greater demand for competent Teachers, and hence, there is not among teachers that restless desire to change their occupation; many of the graduates of the Normal School have expressed their intention of making Teaching the business of their lives, declaring that their prospects in that profession were better than in any other occupation.

"The Committee, appreciating the great and growing importance of Agricultural Science, and considering it, in its elementary principles, an appropriate subject for Common School instruction—and considering also, that with the aid of suitable Text-books now—or soon to be attainable, the subject, always appropriate, has at length become feasible for such instruction, have recently assigned to it a more prominent place than it had before held in the Normal School, by making it a separate or independent branch, and requiring it to be taught as an essential or constituent part of the course of study pursued in the School. The Committee, impressed as they themselves are with the great importance of this new subject of study, hope to be able, through their Normal graduates, acting under a like impression, to cause it to be introduced into all the Schools taught by such graduates, and through their influence and that of such Schools, to cause it to be finally adopted as part of the regular course of study in all the Common Schools, at least in the rural or agricultural parts of the State."



## XII.—EXTRACTS FROM THE REPORTS OF BOARDS OF SCHOOL TRUSTEES OF CITIES AND TOWNS.

Many of the Boards of Trustees in Cities and Towns have not accompanied their Statistical Reports with any general remarks. From the reports of those who have done so, I make the following extracts:—

The Board of School Trustees for the City of Toronto, remarks:—

“Owing to the City Council having declined to assess for an amount sufficient to keep the schools open as free schools for the whole year, the city Common Schools were not re-opened until July 1st (having been closed twelve months); but under all this disadvantage, and the appearance of the cholera, the number of children of both sexes who received instruction at the city schools, falls little short of 2,000; while the actual daily attendance, as returned monthly, averages 1,600 children.

“The system of free admission has worked well in the city, as regards the beneficial operation of the schools upon the children of the labouring and middle classes. It is with regret, therefore, that the Board have found themselves constrained to revert to monthly dues to be paid by the pupils, as the only means whereby the schools could be regularly continued open for the whole of the current year, 1850.”

R. S. Henderson, Esquire, Superintendent of Common Schools for the City of Kingston, remarks:—

“In 1846 this City was divided into seven school sections; the number of Common Schools within these was 7; and the number of children taught there, 622; the available funds for the support of the Teachers, was £415 18s. 4d. About £50 was collected from tuition fees and rate-bill. The whole amount paid to the teachers was £466 10s., which would average £66 to each teacher, if there were no separate schools in the sections; for which the law provided.

“In 1847, the Act was amended so far as it related to Cities, and provision made for the appointment of a Board of Trustees for each City, to whom the sole management of the schools should be entrusted. The practical working of this system for more than two years, has proved its superiority over the former plan. This year the City was apparently divided into four School Sections, in which were established ten schools—five male and five female—all of which were receiving the public money in proportions of £50 to male, and £30 to female teachers. This year there were educated 720 children under the age of 16 years—being an increase of 98 over that of the previous year. The legislative school grant was £182 19 8½, and the City assessment £202, —about £30 less than the funds for school purposes in 1846; the total collected by rate-bill, was £80 2s. 4d., or about £8 to each school Teacher for the year; or about 2s. 2½d. in the aggregate for each scholar for a period of twelve months. The average annual salary of each teacher was about £45. Of the total aggregate number of pupils in attendance, 420 were boys, and 300 were girls—of whom 20 were admitted to the schools as free scholars. The average attendance in each school was 72—viz:—42 boys and 30 girls.

“In 1848, by the published report of the Secretary to the Board, there were the same number of teachers engaged as in 1847, who receives the same salaries respectively, in addition to the tuition fees. This year there were 500 pupils daily attending the schools. Of these, 200 were free scholars, being an increase of 180 over 1846; these, it is believed, were principally children, if not of indigent parents, at least of those whose means were seriously affected by the many failures and depression in monetary affairs of that year. The Legislative School grant is set down at £222 14s., and the City assessment at £383; of this sum there was expended £380 15s. 5d., leaving a balance in favour of the Trustees of £226 18s. 7d. Unfortunately for the interests of Common Schools, this large surplus is nowhere seen except on paper. Owing to the great commercial distress of this year, the anticipated assets for school purposes were reduced to such a degree that but little over the amount expended is available.

"In the present year of 1849, the number of schools in operation is the same as that of last year. The total number instructed in the different branches taught is 798, —being an increase of 298 over that of 1848. The Legislative school grant and city assessment, as near as can be calculated upon, amount to £450; the grant is £1 14s. less than in 1848, notwithstanding the Board returned a larger number of children in the city than the census of 1848 shows: The total amount collected from tuition fees is £80 2s. 4d., or about two shillings for each scholar instructed during the year. The number of pupils in daily attendance is about 753, of whom about 447 are boys, and 306 girls, all under 16 years of age, being an aggregate of 45 boys and 30 girls to each school: a greater number than can be properly and thoroughly taught with the limited facilities as yet furnished for imparting instruction. I have heard it stated, that it was in contemplation to reduce the number of Schools in order to relieve the city from the burden of increased taxation necessary to maintain them, and to employ only male teachers. If so, then I despair of ever seeing the majority of the poor of this city educated. I respectfully maintain that the burden of taxation is in direct proportion to the ignorance of a community: where there is ignorance, there is pauperism and crime. If pauperism then, is the concomitant of ignorance, and ignorance causes crime, and crime engenders heavy yearly taxes for the support of criminals, and the prosecution of justice, should not the number of schools be increased rather than diminished? I need not dilate on a proposition so obvious. It is, I believe, acknowledged that scarcely three-tenths of all the drunkards in the world, and but five per cent. of those who are confined in penitentiaries and prisons for different degrees of crime, can read and write. The inference is, that if education were universal, our penitentiaries and jails would become useless, and the expenses yearly incurred in maintaining them, would no longer be required.

"With respect to employing male teachers exclusively, I submit that it would be impolitic if not improper to place some 300 or more girls solely under the direction and guidance of male teachers. If females are designed for domestic life, it is important not only that their mental faculties be cultivated, but that they be instructed in virtue and piety, and trained to habits of industry, order, and neatness. And who so capable of instilling these precepts, and forming these habits, as the educated of their own sex? They have more versatility to modify—more quickness of invention to vary their mode of teaching than men—more patience, discretion, tenderness, wisdom—more intuitive delicacy and modesty. To give proportion and symmetry to the moral character, demands the possession and active use of all these requisites, and the more bright and conspicuous they are in the Teacher, the more pure, beautiful and perfect will be the minds of the pupils, and the more permanent for good will be their influence, when called to engage in the active scenes and duties of life.

"According to the census just completed, I find that the whole number of children in the present City limits between the ages of 5 and 16 is 2,500, of whom about 1,360 are boys, and 1,140 girls. Of this number 738, as before stated, have been receiving instruction in the Common Schools, and 826 in the District School and various academies and private schools. Those who are attending the Colleges and other seminaries of learning whose parents do not reside in the city are not included. There are, then, as nearly as I can calculate, the large number of 936 children of school age, who are neither at service nor at trades, whose minds are uninstructed, save in wickedness, and whose morals are being formed in the schools of vice, whose passions are uncontrolled, and who seem destined to inflict upon succeeding communities the ignorance of their own minds, the viciousness of their own natures, and who will hereafter place obstacles in the way of the improvement of others, because of the injury now done to themselves. Are these figures facts, and is this mode of reasoning a true one? If so, who can estimate the responsibility of those to whom it is permitted to open the doors of the school house, to shed the light of intellectual culture upon, and redeem from ignorance and vice the children of the poor; to improve at once their minds and morals, and diffuse the blessings which education invariably produces around the hearths of



those whose sole amusement is in passing round the bowl, and drowning sense and feeling in intoxication, or in heaping imprecations on each other, or in low games and vice, steeping themselves yet deeper in infamy, and holding up to the example of a wretched offspring, and sanctioning by their conduct, a career of crime.

"Next to providing the means of instructing the youth who attend these schools, Common School Libraries are of the greatest importance. Ten years hence, the school boys of to-day, will be the active men of the community—our mechanics, our artisans,—with here and there powerful intellects, making themselves the organs of our thoughts; wielding power at our elections, and stamping with the impress of their own image our public acts—diffusing through the community good or evil—conferring upon a future generation the blessings which we, in the full fruition of the present, ought to enjoy, or entailing upon them ignorance and its attendant train of evils. If common school libraries were established, I believe it would be a boon to the community, the value of which cannot be too highly estimated. Connected with the libraries there might be philosophical and chemical apparatus, small cabinets of minerals and shells. Natural philosophy, physiology, than which no more important science can be learned—the use of the globes—the elements of astronomy—linear drawing and vocal music, are amongst the branches that I would wish to see taught in the common schools. Is this too much, or must a common school education be limited to reading and writing, and a knowledge of the rule of three? The march of progress is onward,—the ideas which have hitherto governed us in regard to education for the whole community have gone to the past—the narrow views that would limit the light of science to a few, and that would shut up and seal the fountains of knowledge from the mass—to make them inaccessible to the poor struggling aspirant for distinction and fame,—have all given way to an enlightened philanthropy—a more generous and paternal feeling, that recognizes in the humblest a right to approximate to the Divine image, not only in His great characteristic, holiness, but in His equally great attribute, intelligence."

The Board of School Trustees for the City of Hamilton, remarks, that,—

"Taking into consideration there were 868 children on the roll in the six Common Schools during the year 1849, there could not be less than 1,200 children whose names were entered as pupils in the Grammar School, Burlington Ladies' Academy, and the 26 private schools during the same period; making altogether 2,068 scholars who received instruction in the above schools during the year 1849 in this city.

"As we have ten Sunday Schools, whose average attendance cannot be less than 800; and as a considerable number of the labourers' children receive their principal instruction in them, it is gratifying to report that few are without the blessings of education in Hamilton."

The Board of School Trustees for the Town of London, remarks:—

"The four Common Schools are now, January 1st, 1850, united in one large and commodious building of brick, built on a five acre block, granted to the town for the use of the schools by the Government. The cost of erecting the School will be about £1,800 currency, and will be capable of containing from 700 to 800 pupils. Three male and three female Teachers are now employed; the female and male teachers are instructed in separate apartments."

The Board of School Trustees for the Town of Brantford, remarks:—

"The School Trustees for the Town of Brantford beg to remark, that the school accommodation being inadequate to the wants of the increasing school population of the town, they contracted, in September last, for the erection of a two story brick building, capable of containing at least 400 children, at a cost of about £700—one half of that amount to be paid on the completion of the building, out of the assessments for 1849,

and the balance to be paid out of the assessment for 1850. Of that amount, the contractor has already received £300; and the Trustees expect to take possession of the building the 1st of March, 1850. The assessment for the years 1849 and 1850 must consequently be high; but the Trustees indulge the hope that the building will be both a credit and a benefit to the town and sufficient to meet the wants of the rising generation for years to come."

### XIII.—GENERAL REMARKS.

This Report concludes the three years' operations of the School Act of 1846, (9 Victoria, chapter 20), and the two years' operations of the City and Town School Act of 1847, (10 and 11 Victoria, chapter 19), the former Act having come into full force in January, 1847, and the latter in January, 1848. While the statistical part of this Report presents a tabular view of the operations of these Acts during the year 1849, the Tables 1, 2, and 3 in the Appendix exhibit not only the disposition of the Legislative school grant for 1849, but the progress of the Common Schools (independent of the Normal School) in Upper Canada during the whole period of the operations of these School Acts, and the state and progress of education in connection with all the Educational Institutions of the Country since 1842,—as far as it has been possible to obtain information. The other documents in the Appendix show some of the means which have been employed to give effect and efficiency to the School laws. Notwithstanding the humiliating and appalling fact that of the 253,364 children, between the ages of five and sixteen in Upper Canada, upwards of 100,000 are returned as not attending any School; there are strong grounds of hope, and circumstances of encouragement for the future, to which I desire to advert in these concluding general remarks.

1. The principle of taxation for the support of Schools is now universally admitted in Upper Canada—is not opposed by a single municipality, or newspaper of any description—but is regarded as a public necessity, as much so as taxation for the support of Government itself. Since 1840, no inconsiderable opposition has been made to the introduction of this principle as an indispensable condition of receiving public aid for the support of Common Schools. It has been strongly opposed in some parts of the Province within the last five years. To the honour of those public men who staked their parliamentary standing upon an adherence to it, the principle has triumphed, and it may now be regarded not only as the settled opinion of the country, but as a principle of voluntary action in all municipalities.

2. The progress of the application of this principle of taxation for the support of Common Schools is another encouraging ground of hope for the future. In 1842, the gross amount available for the salaries of Teachers in Upper Canada was £41,500; the gross amount available for that purpose in 1849 was £88,478. The Legislative School grant was the same both years—a little less than £20,000. The rest was raised by local voluntary taxation, in the municipalities and School Sections—an increase of more than 300 per cent. in seven years; and that for teachers' salaries alone, irrespective of the yearly increasing sums expended in the erection of school houses, and various incidental expenses of the schools. I am not aware of any State or Province in America, in which anything like the same progress has been made in this respect.

3. The extension of the principle of taxation for the support of schools in particular municipalities and School divisions is also a significant indication of past and future advancement. In many parts of the Province, the principle of poll-tax or rate-bill upon children attending school is falling into disrepute, and the principle of rate according to property for the entire support of the school, making it free to all children of school age, is obtaining, and promises soon to become prevalent throughout the land—thus assuring to each of its children the birthright to a good education. The papers which I have put forth two successive years for the promotion of this greatest of all social and national interests, are given in the Appendix, Nos. 6 and 7.



4. The increase in the attendance of pupils at the schools, is likewise a ground of thankfulness and encouragement. The whole number of children of school age attending the Common Schools in Upper Canada in 1842, was 65,978; in 1849, it was 137,633.

5. Without taking into account the better qualifications of the teachers, and higher character of the schools, to a very great extent, three additional agencies have been brought into operation during the last three years; the extensive use of an uniform series of valuable text-books for the schools—the Provincial Normal School—and the Journal of Education.

6. The doings of the people of Upper Canada, as compared with those of the people of the State of New York, in proportion to population, notwithstanding the newness of our school system. It has been shown in preceding sections of this Report, that while the population of Upper Canada is one-fourth that of the State of New York, we have had three-fourths as many students in the Normal School during a like period; that the average time of keeping the Common Schools open during the last School year, throughout the whole State, was eight months in New York, while in Upper Canada, it was nine months and one-third of a month; that while the amount available from all sources in the State of New York for the salaries of School Teachers, during the last year, was £156,364; in Upper Canada, it was £88,478; more than one-half of the State of New York, with one-fourth of the population.

7. The decline of party spirit, and the cordial and patriotic feeling evinced by the great majority of all persuasions and parties in the country to unite their best exertions and influence for the diffusion of education and knowledge among the children and youth of the land; a feeling which must be greatly strengthened by the example of the leading men of different parties in the Legislature during their recent deliberations on the school law.

8. The very greatly increased facilities which the new School Law affords for promoting the objects and interests of every department of our common school system, together with the satisfactory conviction which the calm and protracted consideration which was bestowed upon its leadings provisions in the Legislature, and the assent of all parties to them, must produce in the public mind the satisfactory conviction, that all the great principles and features of our school system may be considered as settled, and that it now remains for all lovers of their country and their offspring, to give the provisions of the law the greatest possible effect, and bestow upon all the children of the land the best possible education.

To contribute in ever so humble a degree to this greatest good and highest glory of my native country, I desire, with renewed confidence and devotion, to consecrate my life.

EDUCATION OFFICE,

EGERTON RYERSON.

TORONTO, 8th August, 1850.

## ANNUAL REPORT OF THE NORMAL, MODEL AND COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1850.

*To His Excellency the Right Honourable James, Earl of Elgin and Kincardine, Governor-General of Canada.*

MAY IT PLEASE YOUR EXCELLENCY:

In the fulfilment of one of the duties which the law imposes upon me, I have the honour to submit a Report of the actual state of the Normal, Model and Common Schools throughout Upper Canada in 1850; showing the amount of moneys expended in connection with each, and from what sources derived, with such statements and suggestions for improving the Common Schools and promoting Education generally as appear to me useful and expedient.

The public mind was in a state of suspense as to the School Law during the first six months of the last year. The present School Act became law in July; but it was near the close of the year before the Act, with the requisite forms and instructions, could be generally distributed. The last school year was, therefore, one of uncertainty and transition. Although the general provisions and principles of the present Act are the same as those which have been in operation several years—only rendering their details more simple, comprehensive and complete; yet the introduction of a new Act, under the most favourable circumstances, during the latter part of a school year, must interfere with the efficient operations of such year, and render its returns somewhat imperfect. But with this deduction, I am happy to be able to say, that the results of the past year's School operations compare favorably with those of preceding years.

Before proceeding to notice some of those results as exhibited in the subjoined Statistical Tables, which form the Second Part of this Report, I desire to observe, that the copious extracts from local reports which will be found in No. I. of the Appendix to this Report, reflect so fully the sentiments and feelings of the country at large, and the actual workings of the School Law, that I need make little reference to them in my own remarks; and I am equally relieved from the necessity of remarking upon the general features of the School system, by the several documents given in the Appendix, which includes the new School Act itself, and a practical exposition of its principles and provisions, as well as the regulations and forms which have been prepared for carrying it into effect by all parties concerned in its administration.

#### I. SCHOOL SECTIONS AND SCHOOLS.

A School Section is an area of country of from three to five square miles, intended for one school, but in which, under certain restrictions, both a male and female school may be established. Each section is constituted into a School Municipality, the inhabitants of which elect three trustees, and support their school in the manner they think best.

From Table A, in the second part of this Report, it appears that there were 3,407 school sections reported in 1850, being an increase of 371 over the preceding year. Each of these sections includes, on an average, 76 children between the ages of 5 and 16 years. Schools are reported to have been in operation in 3,059 of these school sections—being an increase of 188 over the number of schools reported the preceding year; but leaving 371 sections, in which no schools were in operation, or from which no reports have been received.

The average number of pupils in each School was 49, the average time of keeping open during the year was a fraction more than nine months. The average period during which the Schools were kept open in the State of New York, during the last year, was eight months, and the average number of children between 5 and 16 years of age, resident in each School Section was 65, but the average attendance of pupils of all ages at each School was 71, though nearly one-third of that number are reported to have attended the Schools less than two months.

The smallness of School Sections is a common and serious evil complained of in the neighbouring State. The desire of each head of a family to get the School as near as possible to his own door, has operated extensively to create small School Sections,, thereby causing a large increase of expenses, or, which is commonly the case, causing small and feeble and badly furnished Schools, low salaries, and therefore poor Teachers. With us there has been a tendency in the same direction, and much evil has arisen from frequent changes in the boundaries of School Sections, and from reducing them to too narrow limits. The present Act opposed an obstacle to this evil, by preventing changes from being made without full notice to all the parties affected by such changes, and without their consent in case of the union of School Sections, and by not permitting them to take effect in any instance except at the commencement of the year.

It is a result established by a large investigation of facts, that pupils residing at the greatest distance from the School they attend make on an average the greatest



improvement. It is quaintly but justly remarked in the last Massachusetts Report:—"We think the judicious course is to have large Houses—good Teachers, and Schools, and in order to this, there must be large districts, [or what we in Canada designate Sections]. We insist that unskilful, inefficient Teachers are a nuisance in any district. They do vastly more hurt than good; and where a School is set up to the lowest bidder, it will soon morally and intellectually resemble the field wisely described as 'all grown over with thorns.'"

## II. SCHOOL MONEYS.

Table A shows that the total amount received and available for Teachers' salaries last year, was £88,478, and that the sums paid for the erection and repairs of School Houses (an item not heretofore reported), amounted to £14,189, making a total of £102,725. The same Table shows the manner in which these sums have been provided. They are a little in advance of the receipts of the preceding year.

## III. NUMBER OF CHILDREN OF SCHOOL AGE, AND ATTENDING THE SCHOOLS.

Table B shows that the number of children between the ages of 5 and 16 years, last year, was 259,258—being an increase on the returns of the preceding year of only 5,894. The number reported as attending the Schools is 151,891—being an increase of 14,258 on the number reported as attending the Schools the preceding year. The increase in the number attending the Schools is highly gratifying, but after making a liberal allowance for the numbers attending private and Grammar Schools and Colleges and therefore not included in the Common School Reports, these returns present us with the painful and startling fact, of nearly one hundred thousand children of school age in Upper Canada, not attending any School. This awful fact furnished a hundred thousand arguments to urge each friend of Canada, each friend of virtue, of knowledge and of civilization, to exert himself to the utmost until the number of children attending our Schools shall equal the number of children of School age.

The whole number of Boys attending the Schools was 85,718, the whole number of Girls was 66,173. The total average attendance of pupils during the Summer was 76,824; during the Winter months, 81,469. The average attendance of Boys during the Summer was 41,178; during the Winter, 48,308. The average attendance of Girls during the Summer was 35,040; during the Winter, 33,161.

The returns show an increase of some thousands over the average attendance of the preceding year. There are doubtless many more Girls attending private Schools than Boys. This will probably account for the disparity between the number of Boys and Girls attending the Public Schools. These returns show that there is very little difference in the average attendance of Girls during Winter and Summer. They also little more than one-half; it is less than one-half in the State of New York. I doubt not show that the *average* attendance of pupils as compared with the whole number is but the provision of the present Act to distribute the School Fund to the several School Sections according to the average attendance of pupils in each School, (and not according to School population as heretofore), the mean attendance of Summer and Winter being taken, will contribute very much to increase the regular attendance at the Schools and to prolong their duration.

## IV. CLASSIFICATION OF PUPILS AND SUBJECTS TAUGHT.

The statistics under these heads will be found in Table B. In Reading, the pupils are divided into five classes according to the five National Readers. Table B shows that in the first and lowest reading Class there were 24,551,—an increase of 2,967 over the returns of the preceding year; in the second, 27,537—an increase of 3,312; in the third, 31,805,—an increase of 3,349; in the fourth, 27,874—an increase of 1,930; in the fifth or highest Class, 13,263,—a decrease of 356. In Arithmetic, there were in the first four

Rules 25,963 pupils,—an increase of 3,811; in Compound Rules and Reduction, 18,540,—an increase of 2,137; in proportion and above, 16,325,—an increase of 1,803; in Grammar, 19,741—an increase of 2,001; in Geography, 21,584—an increase of 4,789—a large and gratifying increase; in History, 5,078—an increase of 879; in Writing, 63,267—an increase of 6,058; in Book-keeping, 768—a decrease of 770, more than one-half, unless the returns be very defective; in Mensuration, 888—an increase of 88; in Algebra, 904—an increase of 316; in Geometry, 618—an increase of 449; in the Elements of Natural Philosophy, 2,551—an increase of 2,116; in Vocal Music, 5,745—an increase of 4,563; in Linear Drawing, 1,176—an increase of 838. The increase under these several heads illustrates very clearly the progress of the Schools. Several of the branches last mentioned, are, to a great extent, the creation of the Normal Schools.

#### V. BOOKS USED IN THE SCHOOLS.

In my last Annual Report I discussed at some length the question of an uniform series of Text-books for Schools, and the advantages which were already resulting from the introduction of such a series in Upper Canada. Table C presents a new and most striking illustration of the success of this important branch of our School System. It will be seen that the Books recommended by the Council of Public Instruction are gradually superseding all others. In respect to the Readers, to which most importance has been attached for the classification of pupils, it is worthy of remark, that of the 3,059 Schools reported, the National Readers are used in 2,593; an increase of 411 Schools into which the use of them has been introduced during the year. When the pupils can thus be formed into classes by the use of uniform Books, the simultaneous method, or the method of teaching by classes can be adopted; and, it appears from Table C, that this method prevails in 2,783 Schools—being an increase of 298 Schools during the year.

In regard to Religious Instruction, and the use of religious books in Schools, the law provides (Section XIV.) that "no pupil shall be required to read or study from any Religious Book, or join in any exercise or devotion, or Religion which shall be objected to by his or her Parents, or Guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their Parents, or Guardians, shall desire, according to the general regulations which shall be provided according to law."

In the spirit of this provision have regulations been made for the constitution and government of Schools in respect to Religious Instruction; the effect of which is, interference with the rights and scruples of none, but making the Schools a reflection of the Religious sentiments and feelings of the people among whom they are established. It appears from Table C that the Bible is used in 2,067 Schools—being an increase of 231 Schools during the year; a fact which sufficiently refutes the mis-statement that has sometimes been made, that Christianity is not recognized in our School System.

#### VI. CLASSIFICATION OF TEACHERS.

From Table D it appears that, during the year, there were employed in all 3,476 Teachers; of whom 2,697 were males, and 779 females; that 291 of the Teachers employed had been trained at the Normal School—243 males and 48 females.

As to the Religious faith of the Teachers, there were employed 796 Episcopalians—being an increase over the preceding year of 59; Roman Catholics, 390—being an increase of 55; Presbyterians, 858—being an increase of 107; Methodists, 904—being an increase of 177; Baptists, 238—being an increase of 32; Congregationalists, 73—being an increase of 21; three minor Religious persuasions named, 66—being an increase of 41; reported simply as "Protestants," 54—being an increase of 21; other persuasions and those not reported, 87—being a decrease of 246. The Table will show the Counties, Townships, Cities, Towns and Villages in which the Teachers, thus classified, are employed.



I make these special references as the best refutation of a calumnious statement which has been made, that, in our system of public instruction, no account is taken of the Religious faith of Teachers, or whether they profess any Religious faith or not, Table D practically contradicts this statement, at the same time that it shows our School System to be free from sectarian supremacy, or partiality.

The returns under the head of Certificates of Qualification given to Teachers, contain nothing worthy of special remark, as the old Certificates were perpetuated until the end of the year, and the new Board of examiners were not constituted until near the close of the year.

#### VII. SALARIES OF TEACHERS AND CLASSIFICATION OF SCHOOLS.

Table D shows the average salaries of Teachers in each of the Counties, Townships, Cities, Towns and Villages in Upper Canada. According to the manner in which the returns have been made up, there appears a small decrease in the average salaries of Teachers, though there is an increase in the aggregate amount of money available for that purpose. There was, however, a considerable increase in the number of Schools kept open during the year. The average salaries of male Teachers in the Townships were from £30 to £60; of female Teachers from £20 to £40. In the 33 Schools of the three Cities in Upper Canada, the average salaries of male Teachers were £100 9s. 10d.; Hamilton being the highest, £111 17s. 5d., and Kingston the lowest, £80. In the 55 Schools of the fifteen Towns, the average salaries of male Teachers were £75 1s.; Brantford being the highest, £112, 10s., and Cornwall the lowest, £50. In the nine Schools of the six incorporated villages, the average of the salaries of male Teachers was £98 2s. 8d.; Galt being the highest, £168 1s. 3d., and Thorold the lowest, £63 9s. 4d. The average salaries of female Teachers in Cities, Towns and incorporated Villages were from £30 to £75.

In the same Table, D, the number of good, or first class, Schools is stated to be 397; middling or second Class Schools, 1,063; inferior or third class Schools, 933; Free Schools, (a new return), 252; Separate Schools, 46. The standing of the Schools is the judgment formed by the several local Superintendents of their respective merits. It is gratifying to see the large number of Free Schools which have been established, as in every case in the Townships they are the result of discussion and voting at a public School Meeting, called for that purpose in each of the School Sections. The present year will test the comparative efficiency of Free or Rate-bill Schools.

The fact that while the successive School Acts for the last ten years have permitted the establishment of Separate Schools,—one in each of the 3,000 School Sections,—there are only 46 of such Schools in all Upper Canada,—shows the tendency of the people at large to united action in School matters, and the groundlessness of the cry attempted to be got up by certain presses that the School System is in danger of being destroyed by permitting the continuance of those provisions of the law.

#### VII. KIND AND CONDITION OF SCHOOL HOUSES.

Table E shows that the whole number of Common School Houses in Upper Canada is 2,975; of which 99 are Brick, 117 are Stone, 1,191 are Frame, and 1,568 are Log. The same Table shows the dimensions of these School Houses and, therefore, the extent of the accommodation which they will afford. It also appears from this Table that 1,833 of the School Houses are considered in "good repair," that 1,036 are in "bad repair"—a melancholy fact; that 2,363 have one Room only; that 98 have more than one Room; that 2,302 are furnished with suitable Desks, etcetera; that 187 are not so furnished; that 600 are reported to have proper facilities for ventilation; that 996 have not such facilities for ventilation; (the remainder are not reported at all); that 664 are furnished with suitable Play-grounds; and 978 with no suitable Play-grounds; that only 371 are furnished with Privies, and 1,215 reported as having no Privies!

Lamentable as some of these facts are, it is encouraging to observe that no less than 271 School Houses are reported as having been erected during the last year; and I think it may be assumed from all the information I have been able to obtain, that these new School Houses, in construction and conveniences, are generally a great improvement on the old ones.

In order to contribute as much as possible to the improvement of School Architecture, I have discussed the subject from time to time, and procured and inserted in the *Journal of Education*, plans of School Houses and Grounds; and during the last year, 400 copies of a very comprehensive and excellent work on School Architecture, by the Honourable H. Barnard, (Superintendent of Public Schools in the State of Connecticut), were purchased, and a copy presented to each of the County, Township, City, Town and Village Municipalities in Upper Canada. From the terms in which the reception of this work has been generally acknowledged, and the information and illustrations it contains, I doubt not but its influence will be very beneficial. I am happy to be able to adopt on this important subject, the language and sentiments of the following extract from the last Report of the Superintendent of Schools in the State of New York:

"From the best means of information within reach of the Department, it is believed that very great improvements in these structures have taken place; that an increased regard to the comfort, convenience and health, both of Pupils and Teachers, has been manifested; and that more enlightened principles of Architecture, as well as a more refined taste and a better appreciation of the advantages resulting from their combination, are beginning to prevail. The enlargement of sites for School-houses, the introduction of tasteful shrubbery, and the cultivation of useful and ornamental plants, should be encouraged and recommended. Ample Grounds should be reserved by the inhabitants of Districts for this purpose; and while every reasonable facility should be afforded for that bracing and invigorating exercise of the physical faculties, which is essential to the healthful development of the human system, provision should, at the same time, be afforded for the cultivation of those higher faculties of our nature which have reference to the beautiful, the tasteful and the ornamental. Trees, flowers, vines and evergreens should find their appropriate places in the vicinity of every School house, demanding the care and repaying the attention of both Teacher and Pupils. The influence thus capable of being exerted on the expanding mind of childhood, cannot be otherwise than beneficial, while the associations connected with the work of primary education will be divested of much of their present repulsiveness."

#### IX. SCHOOL VISITS, EXAMINATIONS, AND LECTURES.

Table F shows the number of School Visits which have been made during the year by the different classes of Visitors authorized by law. As many Clergymen have been appointed Local School Superintendents, their visits are of course included under the latter head. There is therefore a small decrease under the head of visits by Clergymen, as also by Magistrates; but an increase of 255 in the number of visits by Councillors, and of 2,855 in the visits by Local Superintendents, the whole number of whose visits during the year was 5,852. These visits are the more important, and the large increase of them the more gratifying, as they are strictly official visits of School inspection—one of the most important departments in an efficient School System. The whole number of School Visits during the year amounted to 18,318, being an increase of 2,529 over those of the preceding year.

The interest awakened, and the moral influence brought to bear, by means of these visits, in behalf of the schools, cannot be easily estimated. Two other agencies have been created, and are reported for the first time, for the improvement of the Schools, and the advancement of education—public quarterly School Examinations, and Public Lectures on education at least once a year, in each School Section by Local Superintendents. The number of public School Examinations reported is 4,527; the number of public School Lectures during the year reported was 2,116.



### X. SCHOOL MAPS, BLACKBOARDS, GLOBES, ETCETERA.

Table F shows that large Maps are hung up in 1,814 of the Schools, being an increase during the year of 729; that Blackboards are used in 1,649 Schools, being an increase of 319; that Globes and other Apparatus have been introduced into 168 Schools, being an increase of 119 during the year. The introduction of such improvements in Schools affords most gratifying and satisfactory proof of their progress and of the diffusion of just notions as to their requisites and character. The present Act provides greatly increased facilities for furnishing School-houses in such manner as the Trustees shall deem expedient.

### XI. LIBRARIES, COLLEGES, GRAMMAR AND PRIVATE SCHOOLS.

Table F contains what information could be obtained under these heads. The returns from which these statistics have been compiled are voluntary; they may not be very accurate, but are perhaps sufficiently so to give a pretty correct view of the number and operations of these institutions. It is pleasing to remark that in the several kinds of Libraries mentioned, there are 96,165 volumes reported, being an increase during the year of 2,859 volumes.

### XII. NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

Tables G and H present a statistical view of the receipts, expenditures, and attendance of Students and Pupils at the Normal and Model Schools. It will be seen that the number of Students attending the Normal School, the last Session, is about 50 less than the preceding Session. This has arisen from two causes: First, the Council of Public Instruction proposed last year to place the presentation of Candidates for the Normal School into the hands of the several Counties, through local Boards of Examiners—three Candidates to be presented for every member elected to the Legislative Assembly. In some instances, there were no meetings of Boards of Examiners, and in many instances, persons wishing to become Candidates were informed as to the time and places of such Meetings, and supposing that they could not be admitted to the Normal School except on the recommendation of a County Board of Examiners, did not make any direct application to this Department; Secondly, the system which had heretofore obtained of two sessions of the Normal School of five months each, during the year, was changed to that of having but one Session of nine months' duration. Many who could afford the time and means of attending one Session of five months, or of attending at intervals two such Sessions, were found to be unable to attend one protracted Session of nine months.

Neither of these methods of promoting the efficiency of the Normal School has proved satisfactory; and the former system of admitting Students to the Normal School and of having two Sessions of five months each year—the one beginning the middle of May and the other the middle of November—will be resumed in future. A copy of the lately revised Terms of Admission into the Normal School will be found in the Appendix to this Report.

The impulse which the Normal School has given to improved methods of teaching and to improvements in the Schools, in various parts of the country, is amply attested by the local reports, and by the demands for such Teachers from the several Counties and Towns—demands far more numerous than can be supplied.

The Programme and Examination Papers, which will be found in the Appendix, supersede the necessity of any remarks in this Report on the Course of Instruction pursued in the Normal School, and which is pursued with undiminished energy and zeal by the able Masters employed.

During the last Session of the Legislature, the sum of £15,000 was granted to purchase Grounds and erect Buildings for the Normal and Model Schools. No time has been lost in carrying into effect the objects of that noble proceeding on the part of the

Legislature. Premises have been purchased, and the Buildings are in the course of erection. In the Appendix will be found a description of the Buildings and Premises; and I can add nothing on the importance of the Normal School, to the eloquent and powerful Address of His Excellency the Governor-General, delivered upon the occasion of laying the Corner Stone of the structure, and which will be found in connection with the description of the Buildings.

## XII. SCHOOLS IN CITIES, TOWNS, AND INCORPORATED VILLAGES.

By referring to the twenty-first and five following Sections of the School Act, and to the Circulars relating to them, it will be seen that a new system of Schools has been established in the several Cities, Towns, and Incorporated Villages of Upper Canada. As this system cannot be considered as having fairly commenced until the beginning of the current year, the results of its introduction do not appear in this Report. But from what is indicated in the extracts of the Reports from Cities and Towns, and from other sources of information, I have no doubt but that a great improvement will soon be manifest in the Schools of Cities and towns—both in the character of the Schools, and in the attendance of Pupils. During the last four years, there has been but one Board of Trustees for each City and Town—which has been found to be a great improvement upon the old mode of having each City and Town divided into a number of separate petty School Sections, with as many separate sets of Trustees; but the members of those City and Town Boards of Trustees having been appointed by the Municipal Councils, and not elected by their fellow-citizens, were too powerless and irresponsible to constitute efficient Boards of Trustees. By the provisions of the present Act, the Trustees in each City and Town are periodically elected in the same manner that the Aldermen and Common Councilmen are elected—only by a somewhat larger suffrage—it being household suffrage; and as the Aldermen and Councilmen are the representatives of the Cities and Towns and the judges of all expenditures and matters connected with street and other local improvements, so the Trustees are the representatives of the Cities and Towns and the judges of all expenditures and improvements connected with Schools. But to avoid the expense of a second class of financial officers in each City and Town, the Municipal Corporation is required in each instance to impose and collect the sum or sums required by the School Corporation for educational purposes—a system which has been found to work most efficiently in New York and other Cities and Towns in the neighbouring States. By the provisions of the present Act, incorporated Villages also have the same system as Cities and Towns.

Thus in each City, Town and incorporated Village in Upper Canada, there is an elective Board of School Trustees, as responsible for the management of the School interests placed in their hands as are Aldermen and Common Councilmen for other Municipal interests. In most instances, the Municipal Councils have regarded this system in its true light; but there are instances in which the feeling of habitual indifference and even contempt in which the office of School Trustee has been held, has prompted certain City and Town Councillors to question the authority of Trustees, and to oppose their noble efforts to render the Common Schools worthy of the name of Public Schools. The usual pleas of selfishness have been resorted to on such occasions; but I am happy to say that the authority of the Trustee Corporations has been fully sustained by the Judges of the land. In the judgment of every well-informed individual, no persons elected by the people are more worthy of respect than those who are chosen to provide for the education of youth; and no corporations deserve higher consideration, and should be rendered more efficient, than those established for the development of the intellect of the country, and the advancement of general knowledge. When School Corporations are invested with proper attributes, and those attributes duly recognized and appreciated, the electors of both Towns and Townships will be more careful in choosing "select" men to fill up such corporations than to fill up any other corporations. This is one of the first essential steps towards the improvement of both



**Town and Country Schools;** as a most serious impediment to their advancement has hitherto been the indifference of the School Municipalities concerned in the election of Trustees—an indifference which has arisen in a considerable degree from the powerlessness of Trustees when elected. But now that School Trustee Corporations are clothed with attributes commensurate to the important objects for which they are constituted, I anticipate a rapid improvement in the Schools, and no small improvement in the character of the corporations themselves.

The Board of Trustees in each City, Town and incorporated Village, having the charge of all the Schools in such Municipality, is able to establish and classify them in such manner as to meet the wants of all ages and classes of youth. This is done by the establishment of primary, intermediate and High Schools. In some instances, this system of the classification, or gradation, of Schools has been commenced by establishing a large Central School under the direction of a Head Master, with Assistants, having a primary and intermediate, as well as High School department—the Pupils being promoted from one department to another according to their progress and attainments. In other instances the same object is pursued by having one High School and Intermediate and Primary Schools in different Buildings and parts of the City, or Town. These Schools can also be male, or female, or mixed, as the Board of Trustees may judge expedient. In the last annual School Report of the State of Massachusetts, it is observed:—"In small Cities it may often be found more economical to bring all the grades of Schools into one Building, than to be at the expense of purchasing several Sites and erecting as many Houses."

The importance of the classification of Pupils in each School, and the classification of Schools in each City and Town, cannot be over-estimated; and I cannot express my views better on this subject, than in the following language of the Secretary of the Board of Education in the State of Massachusetts, who, in his last Annual Report, has discussed at large the question of "The Gradation of the Public Schools," in populous Townships, as well as in Cities and Towns:—

"The most obvious advantage resulting from such an organization of the Schools, would be the increased productiveness of the Teacher's labours without any increase of expense. Every good Teacher attaches importance to a skilful arrangement of the Pupils in Classes according to age and proficiency. But in most of our District Schools the diversity in these respects is so great, that Classes can be but imperfectly formed. The object of gradation is to classify the Schools themselves, placing the young children in one, those of maturer age in another, and, wherever it is practicable, those of an intermediate age in a third. If there be children enough in one neighbourhood to constitute three Schools, it is not a matter of indifference whether the division be made perpendicularly, cutting through these three strata, and putting some of all ages into each School; or horizontally, separating the older and the younger from each other, and placing them in different Schools. In the one case, the formation of large and regular Classes will be out of the question; in the other, it will be practicable and easy. In the one, only a few individuals can be instructed simultaneously; in the other, many times the same number can be advantageously instructed together. With the same Teachers, by one arrangement there might be three first rate Schools; by the other there cannot be any but very ordinary Schools. The expense of instruction given to an individual in the two cases, is widely different. If we reckon the Teacher's wages at the rate of twenty-five cents an hour, two recitations a day for a single pupil, which should occupy half an hour at each time, his two recitations a day would cost six cents and a quarter. In a class of sixteen, it would cost but about a cent and a half. Or, to take another view, if the time of the Teacher were to be so distributed that each Member of the School should receive just his proportion, the one who should belong to a Class of sixteen, might, in conjunction with the other members, have thirty minutes each half day; the one who should belong to a Class of four, seven minutes and a half; while the Pupil who should belong to no Class, would have less than two minutes of the

Teacher's time. It is easy to perceive the superior economy of those Schools whose Pupils are arranged in convenient Classes, over that of Schools in which only a few Pupils can be associated in the same class. In Schools properly graded, Classes consisting of twenty persons, can be as well instructed as an individual could be in the same time. In the common District School, either one part must receive a disproportionate amount of attention, and the remainder suffer from neglect, or all must be taught in that hurried and superficial manner which is of but little value. Nor is it the mere want of time that in this case interferes with true economy. The difficulty of governing, no less than of teaching, a District School, increases with the number of Classes. The want of regular employment, with but short intervals between the class exercises, is a principal cause of disturbance in these Schools. If a School of sixty were to be divided into but three Classes, not only would the Teacher be able to give thorough and systematic instruction, but the Classes, being examined in their lessons in rotation, would need all the intervals of time for study to prepare for the next recitation. It is essential to the true discipline of a School, that there be no leisure time in School hours for any other purpose than that of preparation in the appointed Studies. Where this is the case, it requires but little supervision to keep the whole School in good order. The mind that is not kept active in study, will, from the natural restlessness of youth, be active in something foreign to the business of the School-room. It is the misfortune of many of our Schools to be made up of such heterogeneous materials as to baffle all attempts at regular classification, and the consequence is that, before the long circuit of the recitations of numerous small Classes is completed, each Class has an interregnum of several hours, in which it may pursue its studies or amusements as the fancy takes it. It is quite as much the tedium of the scene as the love of mischief, that leads to disorder. It is of no use to increase the task assigned. Children cannot entertain themselves over a dry Text-book for so long a period. Such a general condition of the School gives a dangerous power to those uneasy spirits who exhaust their ingenuity in stirring up others to annoy the Teacher. Not a single recitation can be conducted properly when the Teacher must direct his eye frequently to every part of the room to prevent anarchy. The Teacher and his Class must be kept in sympathy both with the subject and with each other. The diversion of the attention to answer questions from others,—to subdue a refractory Pupil,—to shake the finger at one,—and to awe another into silence by a significant look, arrests the course of thought, chills the glowing feelings, and often destroys utterly the effect of a recitation. It is not difficult to picture to ourselves a Teacher hearing a reading lesson, for example, in the midst of such annoyances. Perhaps the piece to be read is expressive of tenderness or sublimity. While he is working upon the imagination of the class, and endeavouring to bring vividly before it the objects which impressed the mind of the author, another scene, strangely at variance with this, attracts the eyes of the Class to another part of the Room, and a few words of reproof from the Teacher are much more effectual in banishing the spirit of the piece from the minds of the Class, than the spirit of discord from the School-room. If the exercise is continued, the remaining part of it is likely to be purely mechanical in its execution, and ludicrous in its effect. Though a skilful Teacher may be able to do much to mitigate these evils, they are inherent in the system, and cannot be avoided except by some such change as has been recommended.

"If it should be discovered that, by a given improvement in machinery, a water power which now carries but a hundred spindles could be made to carry a thousand, every manufacturer in the country would adopt the improvement. And yet there are many Schools operating in a manner that wastes much time and money, where there is no natural obstacle in the way of a better system."

#### XIV.—GENERAL REMARKS.

1. The remarks made in the last preceding section on the classification of Schools, suggest the necessity and importance of a change in the system of County Grammar



Schools, or rather the necessity of forming and elevating those Schools into something like a system. In some instances, the classical and mathematical departments of them are doubtless conducted with ability, and they possess a high reputation; and so would Private Schools taught by the same individuals and established in the same places; nor do I desire to impugn, or undervalue, the character of the Grammar Schools generally. But as at present established, they form no part of a general System of Public Instruction; and the manner in which public money is expended for their support, is unjust to the larger portion of the community; is, to a great extent, a waste in itself, and an injury to the Common Schools. It injures the Common Schools in the neighbourhood of the Grammar Schools, as the elementary branches which are taught in the former are also taught in the latter. Thus are Pupils who ought to be learning the elements of Reading, Writing, Arithmetic, and Geography in the Common School, introduced into the Grammar School; and a teacher who receives £100 per annum as Teacher of a Classical School, is largely occupied in teaching the A, B, C of Common School instruction, to the injury of the Common School, and to the still greater injury of the real and proper objects of the Grammar School. It would be absurd to suppose that the £100 per annum were granted towards the support of a Classical Master to teach the same things that are taught by the Common School Teacher, and that by aid of public money also. Making the Grammar School a rival of the Common Schools in its vicinity, is as incompatible with the proper office of a Grammar School, as it is prejudicial to the interests of the Common Schools. Pupils who are learning the first elements of an English education, are sent and admitted to the Grammar School because it is thought to be more respectable than the Common School, and especially when Grammar School fees are made comparatively high to gratify this feeling, and to place the Grammar School beyond the reach of the multitude. Thus does the Grammar School Fund operate to a great extent as a contribution to the rich, and in support of injurious distinctions in teaching and acquiring the elements of English education, and not to the special encouragement of the study of the elementary Classics and Mathematics. Thus is the Common School injured in its position; and influences are withdrawn from it which ought to be exerted in its behalf, and which are most important to give it the elevation and efficiency which are requisite to enable it to secure the standing and fulfil the functions of the English College of the People. The Grammar School should be a connecting link between the Common Schools and the University; the Common Schools should be feeders of the Grammar Schools, as these should be feeders of the University. The Grammar School, instead of attempting to do the work of the humblest Common School, should be the first step of promotion from its highest Classes. But this cannot be done until the Grammar Schools are placed as much under the control of local authorities as the Common Schools; until their appropriate field of labour is defined, and an effective responsibility and supervision instituted. Each Grammar School might be made the High School of the County and Town within which it is situated, and have its classes filled up from the highest Classes of the Common Schools of such County and Town. The liberal provision made in aid of Grammar Schools would then be expanded in unison with the provision made in aid of Common Schools,—would advance instead of impairing the interests of Common Schools,—would accomplish the real objects of the Grammar School Fund, and make the Grammar Schools, as well as the University and Common Schools, an integral part of the System of Public Instruction for the country.

2. My special attention has been devoted, a portion of the past year, to the important subject of providing public School Libraries, Maps, and every description of Apparatus for the use of Schools; but as the arrangements for the accomplishment of these objects are not yet completed, I have not thought it advisable to refer to them at length in this Report. They will be completed in the course of the present year; and when completed, I am persuaded that Upper Canada will have an advantage over every other Province or State in America in the prices and facilities of procuring Text-books, Maps, and Apparatus for the Schools, and comprehensive series of the most instructive and

entertaining popular Reading Books that issue from both the English and American press, for public School Libraries.

3. The extracts from local Reports, given in the Appendix, evince how widely the question of Free Schools is engaging the attention of the public mind. There are, however, not wanting objections and objectors to the principle of Free Schools; but the former are as frivolous as the latter are misinformed or selfish. I may notice the most common and most plausible of those objections. It is said that people do not value what they do not pay for, and therefore Free Schools are not the proper method of promoting the education of youth. In reply, it may be remarked, that people do pay for Free Schools—each man pays for them according to his property, or means, and, therefore, has the impulse of paying for the support of the School towards the education of his children. As the discussion at large of the question of Free Schools will be found in the Appendix I will merely add in this place, that the principle of Free Schools is based upon the first and most obvious principles of political economy—human rights and civil obligations. In civil polity, no principle is more obvious and vital, than that the interests of the whole society are binding upon each individual member of it. It is a principle equally just and scarcely less important, as one both of political economy and civil obligation, that each individual should contribute to the interests of the whole society according to the property which he has acquired, and which is protected in that society. It is, furthermore, an economical principle palpable to every reflecting mind, that an interest which combines the support of all according to ability, can be more easily sustained than if supported by a few, or a part, and without reference to ability. The principle of human rights involved in the question is as undeniable as it is sacred. It is, that each child has a right to such an education as will fit him to be a good member of society—a right as important to society at large as to each individual member of it. The application of this principle to the question of Free Schools is as simple as it is important. Is education an interest of society generally? If so, then each Member of that society is bound to support it according to his ability.

In each City, Town and incorporated Village, the establishment of Free Schools is at the discretion of a Board of Trustees, as the elected representatives of such City, Town, or Village, in School matters. In the Townships, where it is convenient for all the inhabitants of a School Section to assemble in one place, and where they are required to do so for the election of their Trustees, the manner of supporting the School, either as a Free School or as a Rate-bill School, is determined at an Annual, or Special Meeting of Freeholders and Householders in each School Section; though the amount required for that purpose is determined by the Trustees. But it should be remembered by those who wish to support their School by a rate on the property of all, that they should, as a corresponding obligation, make the School fit for the children of all by employing a Teacher duly qualified, and having a School-house with sufficient accommodations and properly furnished. The character of a Free School should be as elevated as its foundations are broad.

MAY IT PLEASE YOUR EXCELLENCY,

I have only to observe, in conclusion, that if the history of the past is an index to the progress of the future, we have much to animate our hopes and encourage our exertions. The novitiate of doubt, distrust, speculation, crude experiment and legislative change has been past; a broad foundation has been laid; indifference has yielded to inquiry; party hostility has dissolved into co-operative unity; the Master is becoming a respectable and respected man; the School has become a leading interest; the resources for its support from local voluntary taxation have been doubled; the number of its Pupils has more than doubled; the public voice has inscribed "Free to All" over more than two hundred and fifty of its entrances; the Representative of Sovereignty has invested it with the interest of Royal sympathy, and given it the impulse of a more than Royal eloquence; while the Members of both branches of the Legislature have,



in a manner unprecedented, pledged to the School educated Teachers, and to Teachers their sympathy and support. In the slow and difficult work of developing a Country's Intellect and training a Country's Heart, an auspicious commencement has been made. But it is only a commencement. One hundred thousand children are yet to be brought into our Schools; a fact that cannot be contemplated without agony, and ought to rouse to sleepless activity. The hundred and fifty thousand children that have already entered our Schools are but imperfectly instructed; and useful and attractive Reading should be provided for them after they leave the School. What has been accomplished within a few years past, shows that Upper Canada need be behind no country in America within a few years to come. The spirit of a quaint but forcible adage, with the Divine blessing, will accomplish the whole—"A long pull, a strong pull, and a pull all together."

TORONTO, 1851.

EGERTON RYERSON.

## ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE YEAR 1851.

*To His Excellency, the Right Honourable James, Earl of Elgin and Kincardine, K.T., Governor General of Canada.*

As required by law, I have the honour to submit a Report of the state of the Normal, Model and Common Schools of Upper Canada for 1851; the first entire year of the operations of the present School Act, of 1850.

In this Report, I do not, as in that for 1850, give separately the Statistics of each of the nearly four hundred Townships of Upper Canada. I have thought it sufficient to give statistics so extensive and detailed but once in three, or five, years, and to confine the statistical part of the present Report to Counties, Cities, Towns, and Incorporated Villages. Though a considerable saving of expense will thus be effected in printing this Report, there is a comparatively little reduction of labour in preparing it, as the local Reports are Township, and not County, Reports, and, as the Statistics of each Township Report must be analyzed and carefully revised in this Department, in order to prepare the County abstract for the Statistical Tables of my General Annual Report.

### I. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS OF SCHOOLS.

1. Although the appointments of the Local Superintendents of Schools except in Cities, Towns and Villages, are made by County Councils; yet Township, instead of County, or School Circuit, Superintendents are, for the most part, appointed,—a system of questionable efficiency, and which adds greatly to the Correspondence of this Department. There is, nevertheless, in the method of reporting by Townships, something peculiarly practical and interesting. The most extensive and minute analysis of the public mind on the great problem of the age is thus presented, and the largest induction of facts is obtained. Township after Township rises up before you in its own distinct features, its defects, its wants, its struggles, its failures, its successes, its progress;—and then may the features common to all, or the greater number, be contemplated, and the general results inferred. I have, therefore, inserted in the Appendix of this Report no less than one hundred and twenty-eight, (128;) Extracts from the explanatory descriptive and practical remarks which have accompanied the Statistical Reports of Local Superintendents. These Extracts cannot fail to be read with deep interest. They are a mirror in which is reflected the educational condition of the Country, and, while much will be seen to humble, to modify, to grieve,—there will also be found in action, and often in vigorous action—the essential elements of a Country's sure and

rapid advancement, and an organization, to the results of which limits cannot be easily assigned.\*

2. In all proceedings concerted, and in all efforts made, in every branch of a people's civilization, and especially when such proceedings and efforts are devised and conducted by many separate and independent communities, there will be witnessed individual instances of error,—of disappointment,—of failure,—of defeat, even where the general results are satisfactory. The organization of our Public School System, establishing independent School Sections as well as Villages, Towns and Counties, furnishes a vast field for this variety of experiment and diversity of results, as may be seen by referring to the Extracts from the Reports of Local Superintendents of Schools,—Extracts in which are faithfully given the dark, as well as the bright, shades of the picture.† Instances will be found of the same system followed by opposite results in different School Sections,—the smallest School divisions authorized by law. Take for example, the system of Free Schools.‡ In several rural School Sections it has been tried for a year and then abandoned; while, in a multitude of other Sections, the success of the experiment, even under the disadvantageous circumstances, has been complete. In searching for the causes of failure in the instances mentioned, they will be found, not in the system itself, but in one, or more, of the facts, that the Free School has been brought into operation either when the School House has been unfit, or too small, to accommodate all the children of the School Section, or the Teacher has been incompetent to teach them, or the combination of ignorance, prejudice and selfishness in the School Section has proved more powerful than the desire and efforts for universal knowledge. In the contests of light with darkness, of liberty with despotism, of the interests of childhood with the selfishness of manhood, of the nobleness of a coming generation with the ignobleness of a present generation, the former may often experience a temporary defeat, weep under the sorrows of disappointment, and bleed under the infliction of wrong; but the nature of the contest waged, and the many examples of splendid success, leave no doubt as to the ultimate issue of the general struggle.

3. From the Extracts of the Local Superintendents' Reports, the following general facts may be inferred:—

(1) The onerous and valuable labours which Local Superintendents of Schools have performed in the various Townships. No one can read these Extracts without being impressed, by undesigned and incidental references, that the gratifying progress which the Schools have made, is, in no small degree, owing to the exertions and counsels of these Local Superintendents.

(2) The very general dissatisfaction with the present state and character of the Schools and School Accommodations; the general conviction of the need of improvement in the Schools, and a desire and determination to effect it. A consciousness of defect, and a determination to remedy it, is the first step to improvement in anything.

\*As these one hundred and twenty-eight Extracts from the Reports of the Local School Superintendents of Townships, Cities, Towns, and Villages, are very voluminous, extending to nearly ninety (90) pages of the Chief Superintendent's printed Report for 1851, I have not inserted them here, I have preferred to insert in their place a series of Sketches written by Doctor Ryerson, somewhat based upon them, and, explanatory of the state and progress of the School System of Upper Canada as a whole. These Educational Sketches are inserted at the end of the Chief Superintendent's Report, and as an illustrative and fitting Sequel to that Report, in connection with a comprehensive Statistical Review of the progress of Education in Upper Canada since 1842. A summary of these Extracts is given by Doctor Ryerson in his Report.

†These Extracts from the Local School Superintendents' Reports will be found in the Appendix to the Journals of the House of Assembly for 1852.

‡For an Appeal in favour of Free Schools, by Doctor Ryerson, see pages 73-81 of the Ninth Volume of the Documentary History of Education in Ontario.



(3) The improvement in great numbers of the School Sections in the condition and conveniences of School Houses, the character and position of School Teachers, and the subjects and mode of teaching.

(4) The commotion of the social elements in a large proportion of the School Sections for and against sound education for the masses; for and against its improved facilities for its extension to all. These discussions and conflicts are the invariable precursors and attendants, in free Countries, of the progress of knowledge, and of every kind of public improvement, as well as of the diffusion of Religious truth.

(5) The rapid and wide diffusion of just views on the nature and importance of General Education, and the means of its attainment.

(6) The amazing progress which the principle of Free Schools has made in the public mind; the triumphant success of its application, and, as a general rule, with individual instances of failure; and an increasingly strong and widespread desire to have the question settled by legislative enactment, and not left as a subject of annual discussion and agitation in each School Section.

(7) The advantages resulting from the Provincial Normal School, not merely by sending out into the Country more than a hundred Teachers per annum,—who are more, or less, trained in an improved system of School Teaching, Organization and Discipline,—but by giving a higher tone and character to the qualifications and modes of teaching, to which other Teachers aspire, and which the School Authorities, in many places, require.

(8) The increased advantages of an exceptional and excellent series of School Text-books.

(9) The salutary influence of County Boards of Public Instruction, (by their Examinations of School Teachers, according to the General Programme prescribed by the Council of Public Instruction for Upper Canada,) in elevating the character and qualifications of these Teachers.

(10) The important part performed by Municipal Councils in this great work of our Country's mental development and growth.

(11) The acceptableness and suitableness of the general principles and provisions of the School Law of 1850, securing, at the same time, the indispensable necessity and entire freedom of local option, and the assistance and advantage of a Provincial organization.

(12) The deplorable defects and apathy which exist in some School divisions and Townships, and the vast work which yet remains to be done, in order to complete and render effective the operations of the whole System of Public Elementary Instruction, and to extend its ramifications and blessings to the newest and most remote sections of the Country. The foundation is laid, and I trust broadly and deeply laid, and the superstructure, in some parts, is rapidly rising in fair and beautiful proportions; but, in other parts, the materials are scarcely collected, much less moulded into form and wrought into use.

4. I have preferred that Local Superintendents, rather than myself, should speak in this Report on the state of the Schools, and the working of the School Law; and I shall confine my own references and remarks to a brief discussion of the question of Religious Instruction in connection with our System of Public Schools.

## II. RURAL SCHOOL SECTIONS AND SCHOOLS.

1. From the statistical part of this Report, it will be seen, that the number of Rural School Sections reported for 1851, was 3,340—being 67 less than the number reported for 1850. This decrease may be accounted for upon the two grounds:—

(1) That several Villages have been incorporated during the year from parts of Townships, in which Rural School Sections heretofore existed.

(2) That small School Sections have, in a considerable number of instances, been abolished, as separate Sections, and incorporated with other Sections. One of the most serious impediments to the improvement of the Schools, in regard, both to the character of the School Houses and the qualifications of the Teachers, has been, and still is, the establishment of small Sections,—Sections too feeble to erect good and commodious School Houses, or employ a good Teacher, or keep the School more than in a lingering existence by an inferior Teacher during six months of the year. The first step, therefore, towards reducing the number and enlarging the dimensions of School Sections, is a pleasing indication of progress in the right direction.

2. It is also to be remarked, that there is a corresponding decrease in the number of Schools reported,—the number for 1850 being 3,059,—for 1851 being 3,001—decrease 58. This decrease is partly owing to the difficulty many Trustees have experienced in obtaining Teachers with the qualifications required under the present School Law. Had there been a decrease in the number of Pupils taught in the Schools, or in the amount paid to Teachers, the decrease in the number of Schools reported might be viewed unfavourably; but, as there is an unprecedentedly large increase under both of these heads, the decrease in the number of Schools is a gratifying proof that small Schools are being absorbed into large and much more efficient ones.

### III. RECEIPTS AND PAYMENTS OF SCHOOL MONEYS.

1. The amount of the Legislative School Grant apportioned to the Schools of Upper Canada in 1851, was the same, with the addition of a little over Ten pounds (£10,) as it was in 1850; but the amount of money paid Teachers in 1851 exceeded the amount paid them in 1850, by Fifteen Thousand, four hundred and two pounds, (£15,402=£61,608). The total amount received for Teachers' salaries in 1850 was over Eighty-eight Thousand four hundred and twenty-nine pounds, (£88,428=£353,717)—in 1851, One hundred and two Thousand and fifty pounds, (£102,050, 12, 6.=£408,202.50). The total amount paid to Teachers in 1851 was an increase of Fifteen thousand, four hundred and two pounds (£15,402=£61,608) in excess of that paid to them in 1850. The increase under this head in 1851, is considerably more than the total increase, under the same head, during the whole of the three years preceding. This fact is auspicious for the prospects of the Common Schools, honourable to the Country, and encouraging to School Teachers.

2. If the manner in which the increase has been produced be examined, it will appear still more gratifying. The total amount required to be raised by Municipalities in order to receive the Legislative School Grant of Nineteen Thousand and Twenty-seven pounds, (£19,027=£76,108,): the total amount assessed and collected by Municipalities for Teachers' salaries was Twenty-five Thousand, Eight hundred and thirty-five pounds, Seventeen shillings and Six-pence, (£25,835, 17, 6.=£103,343,) being an increase under the same head, of Six Thousand, Eight hundred and Six pounds, Sixteen shillings, (£6,306, 16, 0.=£27,227,) more in 1851 than the actual amount required to be raised by the Municipalities.

3. The amount levied and collected in School Sections by Rate-bill on Parents, was in 1851, Thirty-three Thousand, five hundred and seventy-seven pounds, (£33,577=£134,308,) less than in 1850,—shewing that the system of Rate-bill on Parents and Guardians sending children to the School is declining; while the amount levied and collected in School Sections by a rate on property, (on the principle of Free Schools) was, in 1851, Nineteen Thousand, Eight hundred and thirty-two pounds, Thirteen shillings and seven-pence, (£19,832, 13s. 7d.=£79,330,) a head under which there were no returns in 1850.



Under the head of Moneys for the Building, Repairs, Rent, and so forth, of School Houses and for School Apparatus, the total amount collected and expended, was, in 1851, Nineteen Thousand, three hundred and thirty-four pounds, Eighteen shillings, (£19,334, 18s.=£77,339,) an increase of over Five thousand pounds, (£5,145, 4s.=£20,580.)

No returns were obtained in 1850 of moneys collected and expended in support of other Educational Institutions, including Grammar Schools, and so forth. Under these heads are reported for 1851, Thirty-two Thousand, Eight hundred and thirty-four pounds (£32,834=£131,336),—making the grand total of moneys received and expended in Upper Canada for educational purposes, for the year 1851, One hundred and Fifty-four Thousand, two hundred and thirty pounds, (£154,230=£616,920). The actual increase in 1851 in the sums available for Common School purposes, over those of 1850, amounts to the gratifying sum of Eighteen Thousand, Seven hundred and Seventy-seven pounds (£18,777=£75,108.)

#### IV. NUMBER OF CHILDREN OF SCHOOL AGE, AND OF THOSE ATTENDING THE SCHOOLS— CLASSIFICATION OF PUPILS.

1. From the Statistical Tables, it will be seen that the number of children in Upper Canada between the ages of five and sixteen years in 1851, was 258,607,—being a decrease of 651 on the number reported in 1850. There is reason to believe that the local reports for 1850 exaggerated the number of children in many of the School divisions, with a view of obtaining a larger share of the School Fund; but in 1851, a more efficient supervision of the returns was exercised, and there was not the same temptation to exaggerate the number of resident children of School age, as the fund was not, in future, to be distributed on that basis.

2. The number of children reported as attending the Schools in 1851, was 170,254, while the number reported as attending the Schools in 1850, was 151,891;—being an increase in favour of 1851, of 18,363—a much larger increase than was ever before reported in any one year.

3. The total number of Boys reported as attending the Schools in 1851, was 94,439,—being an increase on the preceding year of 9,721; the total number of Girls so attending was 75,815—being an increase of 9,642.

4. The total average number of Pupils attending the Schools in the Summer, was 83,390—increase, 6,566; of Boys, 44,647,—increase, 2,863; of Girls, 38,743,—increase, 3,703.

5. The total average number of pupils attending the Schools of Upper Canada in the Winter, was 84,981,—increase, 3,512; of Boys, 49,060,—increase, 752; of Girls, 35,921—increase, 2,760.

The Statistics also shows that in each of the various subjects taught in the Schools, there is a large proportionate increase,—in some of them a very large increase,—especially in Grammar, Geography, Book-keeping, Arithmetic, Algebra, Geometry, Elements of Natural Philosophy, Vocal Music, and so forth.

#### V. TIME OF KEEPING THE SCHOOLS OPEN—TEXT-BOOKS USED IN THE SCHOOLS.

1. The average time of keeping open the Schools may be obtained in three ways:

(1) By taking the sum of the averages of the Counties, Cities, Towns, and Villages,—which gives 662 divided by 67, the number of Municipalities,—according to which the average would be 9 months and 28 days. This was the mode adopted in my last Annual Report.

(2) By taking the separate average of the Counties, Cities, Towns, and Villages—which gives, for

Counties .....	8 months and 22 days
Cities, Towns and Villages .....	11 months and 4 days
Total .....	19 months and 26 days
Which, divided by 2, gives an average of .....	9 months and 28 days

(3) By taking the separate averages of the Counties, Cities, Towns and Villages, thus:—

Counties .....	8 months and 22 days
Cities .....	10 months and 18 days
Towns .....	11 months and 20 days
Town Municipalities .....	11 months and 16 days
Villages .....	10 months and 25 days
Total .....	53 months and 11 days
Which, divided by 5, gives .....	10 months and 20 days

2. This mode of taking the average time of keeping open the Schools is the most minute and has been adopted in this Report.

3. The Statistics shows that the average time during which the Schools have been kept open during 1851, is 10 months, and 20 days,—being an apparent increase of one month and seventeen days on the average attendance of the preceding year, but a real average increase of Twenty-five days,—or about one-twelfth on the average time of the preceding year. This gratifying improvement may be accounted for in part, by the provision of the School Act of 1850 which requires that the distribution of the School Fund to the School Sections shall be made, not according to the number of resident children of School age, as heretofore, but according to the average attendance of pupils at the Schools,—the mean average attendance of Winter and Summer being taken.

4. The Statistics also show an increase in the use of the best Text-books in the Schools, and a decline in the use of inferior Text-books. The importance of an appropriate and uniform series of Text-books can hardly be over-estimated, on the ground of saving time and labour on the part of both Teachers and pupils: but as I have dwelt repeatedly on this subject, and at some length, I shall add nothing to the statements contained in the Report.

5. There is, however, one circumstance which requires remark in reference to Text-books used in the Schools. From Statistics accompanying this Report, it appears that the Common Version of the Bible and Testament was, in 1851, used in 1,748 Schools; whereas, according to local reports for 1850, it was used in 2,067 Schools. Whether this discrepancy is attributable to defective and loose returns, or otherwise, I am not prepared to say positively; but my conviction is, from what I have learned, that there has been a decrease, as I think there ought to be, in the use of the Scriptures as a mere common Reading Book, but an increase in the use of them for lessons of Religious and Moral Instruction.\*

#### VI. TEACHERS: THEIR CLASSIFICATION, RELIGIOUS FAITH, AND AVERAGE SALARIES.

1. The Statistics of the Report shows that the number of Teachers employed in 1851, was 3,277—being 199 less than the number employed in 1850. This shows that there were fewer changes of Teachers in 1851 than in 1850,—there being not 300 more Teachers employed than there were Schools in operation. The number of Teachers employed in the State of New York, in proportion to the number of Schools, is very much greater than in Upper Canada.

\*In Chapter Fifty-one of the "Story of My Life," Doctor Ryerson discusses this subject pretty fully under the title of "The Bible in the Ontario Public Schools."



2. The Examination and licensing of Teachers by County Boards of Public Instruction, according to a programme by the Council of Public Instruction, was introduced in 1851, and the testimonials to its salutary influence in elevating the standard of character and qualification for teaching, are strong and decisive,—as may be seen by referring to the Extracts from the Local Superintendents' Reports, in the Appendix herewith. It is too much to assume that every County Board gives effect to the Programme with views equally elevated, or that the circumstances of each Municipality will enable them to do so, without closing many of the Schools. It seems to have been laid down as a rule of necessity, that, at least, as many Teachers in each County must be licensed as there were Schools in which to teach. To meet this necessity, the County Boards gave many Third, or lowest, Class Certificates of Qualification for the teaching of individual Schools for the year. By this method, the necessities of particular localities were provided for, and yet precaution has been taken to prune, as fast as possible, the profession of incompetent and improper Teachers.

3. The number of First Class Certificates of Qualifications given to Teachers during 1851, was 378; Second Class Certificates, 1,272; Third Class Certificates, 1,547; making a total of 3,197,—being 274 less than the number of Teachers licensed by the Local School Superintendents in 1850.

4. It will be observed by the same Statistics that there are very few Teachers licensed who do not profess to be Members of some Religious Persuasion, that in the column headed "other Persuasions, and those not reported," only 81 are given, out of 3,277 reported as employed. In examining the local Reports, it has been found that of these 81, 20 profess to belong to some one, or other, of the minor Religious Communities. And I think it is probable, that the most, if not all, of the remaining 61 would be found professedly connected with some Religious Persuasion, or other, had the local Reports been perfect. But the returns of the Religious Faith of the Teachers, is a sufficient refutation of some thoughtless and reckless imputations which have been made, that no attention whatever is paid to the Religious and Moral Character of Teachers,—an imputation which might have been truly made in regard to the Teachers sanctioned in former years, as far back as 1820, or earlier, but which is without foundation in reference to the present School System. Not that Certificates of Qualification have not been, and are now given, in some instances, to persons who are morally and intellectually unfit to be entrusted with the office of Teachers; but the law itself is explicit that: "no Certificate of Qualification shall be given to any person, as a Teacher, who shall not furnish satisfactory proof of good Moral Character;" and the County Boards, consisting of the Trustees of Grammar Schools and Local Superintendents of Schools are as unexceptional and as efficient tribunals as can be selected in the Country to examine and decide on the subject.

5. It will be seen from the Statistics that there is the largest decrease in the number of Methodists and Baptists, and the smallest decrease in the number of Members of the Church of England, employed as Teachers during the year; while there is an increase in the number of Friends, or Quakers, employed as Teachers.

6. In the average annual salaries of Teachers, the Statistics presents a gratifying improvement. The average of salaries of Male Teachers, without board, was in 1850, £52, 4s. 0d. (\$208.80); in 1851, £55, 12s. 0d. (\$222.40); being an increase on the preceding year of £3, 8s. 0d. (\$13.60). The average of salaries of Female Teachers, without board, was, in 1850, £31, 1s. 0d. (\$124.20); in 1851, £33, 10s. 0d. (\$134); being an increase on the preceding year of £2, 9s. 0d. (\$9.80). I trust this gradual and encouraging progress in the right direction will soon make the Schools efficient, and the office of teaching them respectable throughout the Province,—thus saving the time of youth and the money of parents, and elevating the entire population.

#### VII. STATE AND CONDITION OF THE SCHOOL HOUSES.

The Statistics shew the number, kind, and condition of School Houses, and the sums expended in their erection, repairs, and so forth, in each County throughout

Upper Canada. It will be observed that, while the proportion of Log Houses is still lamentably large, there is a reported decrease of 82 in the number of such Houses, and an increase of 49 Frame School Houses, 30 of Brick, and 8 of Stone. The whole number of School Houses reported to have been erected in 1851, is 238, 33 less than the number reported to have been erected in 1850; but the amount expended in 1851 in the erection of School Houses exceeds that expended for the same purpose in 1850, by £1,811 19s. 3d. (\$7,247.85) shewing a great improvement in the character of the School Houses erected in 1851. The items of information respecting School Houses, given in the Statistics, evince an encouraging improvement in this vital part of a system of public instruction.

#### VIII. SCHOOL VISITS, SCHOOL APPARATUS, PUBLIC LIBRARIES, AND SCHOOL EXAMINATIONS.

1. Regarding visits to Schools as an indication of the interest in their progress felt by the parties making such visits, the statistics show an increase in the number of visits made by each class of School Visitors authorized by Law, except Magistrates and Judges and Members of Parliament. The number of School Visits made by Local Superintendents, was, in 1850, 5,852; in 1851, 8,933; increase, 3,081—an increase of almost one-third. The number of visits made by Clergymen, was, in 1850, 2,566; in 1851, 2,846; increase, 280. The number of visits made by Municipal Councillors, was, in 1850, 1,229; in 1851, 1,366; increase, 137. The number of visits made by Magistrates, was, in 1850, 1,190; 1851, 1,111; decrease, 79. The number of visits made by Judges and Members of Parliament was, in 1850, 64; in 1851, 57; decrease, 7. The number of visits to the Schools made by Trustees and others was, in 1850, 7,417; in 1851, 18,295; showing the large increase of 10,878. The total number of School Visits made in 1850, was, 18,318; in 1851, 32,608; increase, 14,290.

2. Under the head of School Apparatus, the Statistics given show a progress in favour of 1851 equally encouraging. In 1850, 1,814 of the Schools were reported as having large Maps, (as classified in the Statistical Table); in 1851, 2,795; increase, 981. In regard to most of the other items under the head of Apparatus, no returns were made in 1850; but the Statistics of this Report show that a very considerable number of the Schools were provided in 1851 with Maps of different Countries, Black-boards, Globes, Sets of Holbrook's School Apparatus, and Object and Tablet Lessons, and that the sum of £1,442 8s. 4d. (\$5,769.67), was expended for these purposes.

3. Under the head of Libraries, the Table of Statistics shows an increase in favour of 1851 over 1850 of 17 Common School, 156 Sunday School, and 22 Public Libraries. The number of 228 volumes in Common School Libraries; 22,424 volumes in Sunday School Libraries; and 12,017 in the Public Libraries; total increase in favour of 1851, 195 libraries, and 34,769 volumes. Total number of libraries reported in 1850, 675; in 1851, 870. Total number of volumes reported in these libraries, in 1850, 96,165; in 1851, 130,934.

From the Statistics, it will be seen that there were 6,423 Public School Examinations in 1851, being an increase of 1,896 over those of the preceding year.

#### IX. VARIOUS OTHER EDUCATIONAL INSTITUTIONS.

The Statistics of the Report exhibit the results of the efforts which have been made to obtain information respecting other Educational Institutions of Upper Canada, other than the Common Schools. By application to the Secretary of the Province and to local sources, more statistical information has been obtained respecting the Grammar Schools than has heretofore been given in any public document. According to the returns received, there appears to be a decrease in the number of Private Schools and private pupils. This will, of course, be the case as Public Schools improve and increase. We must, however, except superior Ladies' Seminaries, for which our system of public instruction does not, as yet, make any provision.



## X. NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

Tables appended to this Report contain full statistical information respecting these Institutions, which may now be regarded as forming a vital part of our Educational System, and without which all other efforts to elevate the standard and character of Common Schools and Common School Education, would be comparatively fruitless. In the Appendix will be found copies of the Examination Papers, forms of Certificate, and Terms of Admission, to both the Normal and Model Schools. The operations of the Normal School have been greatly impeded by the loss, at the end of 1849, of the commodious public Buildings which were required by Government on its removal in that year to Toronto. But the completion, in the course of a few weeks, of the new Educational Buildings will soon afford every facility for promoting the objects of the Institution and its adjuncts, the Model Schools.

## XI. EFFORTS OF THE DEPARTMENT TO IMPROVE THE CONDITION OF OUR SCHOOLS.

1. I refer to the documents in the Appendix as explanatory and illustrative of the measures which have been adopted and the means employed by this Department during the year, to facilitate and extend the operations of the School Law of 1850, to furnish the Schools with suitable Maps and Apparatus, after having provided a series of Text-books, and presented to each of the Municipalities a work on School Architecture, including a great variety of Plans of School Houses. The pleasure of devising and adopting these, in some respects, extra-official means for the advancement of the Schools, is enhanced beyond what I can easily express, by the cordiality with which my humble efforts have been sanctioned and aided by the Government, and seconded by the Municipal and other local School Authorities throughout the Province.

2. Although I had, previous to the publication of my last Report, selected specimens of Books for Libraries, and made arrangements for securing them on the most advantageous terms, I have not yet been able, on account of the other multiplied duties of the Department, to classify and make the requisite examination of them in order to their approval and recommendation for the Public Libraries by the Council of Public Instruction. To this task, as well as to a visitation of the several Counties in Upper Canada, I purpose, as far as possible, to address myself during the present year.

## XII. COMPARISON BETWEEN UPPER CANADA AND THE STATE OF NEW YORK IN RESPECT TO THE SYSTEM AND STATE OF THE COMMON SCHOOLS.

1. The period is very recent when the introduction of a section of this kind would have been an absurdity,—when the word “contrast” must have been used instead of the word “comparison,” when not a few of our fellow countrymen, and some of our public men, considered the project, or the idea, of emulating the Common School doings of our New York neighbors, as presumptuous and chimerical. I have not viewed, or referred to, the noble and patriotic exertions of the people of the United States in the cause of education in any spirit of jealousy, much less of hostility; I have observed their proceedings and success with the most lively interest and satisfaction, and hold up their example to the admiration and imitation of the people of Canada; but I have not despaired of, much less depreciated, my own Country, and have had, and have still in a higher degree than ever, a strong conviction, that there are qualities in the people of Upper Canada, which, under a proper and possible organization, and with the judicious council, would place Schools and education in this Country upon more than a level with what we have witnessed and admired in the State of New York. It is true our neighbors in the United States have had more than thirty years the start of us; but I am persuaded that we shall not require half that time to overtake them,—profiting, as we have done, and doubtless will do, by their mistakes and failures, as well as by their ingenuity and success. To rebuke an unpatriotic spirit of Canadian degradation, in which some Canadians

indulge, and to animate the hopes and exertions of the true friends of our intellectual and social progress, I will show what has already been accomplished in Upper Canada in respect to Common Schools by a comparison, in a few particulars, with what has been done in the State of New York.

2. There are three particulars in which we must at once yield the palm to our American neighbors. (1) They have School Houses and Schools in their Cities and Towns with which we have as yet nothing to compare; but from what has been done, and is doing, in several of our Cities and Towns, I am confident this contrast will be superseded by comparisons. (2) They have numerous School Libraries, while we as yet have none; but in this they are rather declining than advancing, for want of needful authority and caution and severe discrimination, in the beginning, in the selection of proper Books, and the consequent introduction into their Libraries of an immense amount of trash, which has greatly depreciated their value, lessened their usefulness, and, in some instances, led to their abandonment. I trust, if we move slowly in this part of our system, we shall proceed more safely, as well as more economically and successfully. (3) Of the 753,047 children of School age in the State of New York, 726,291 of them are reported as "having been under instruction for a longer or shorter period during the year 1851"; while of the 258,607 of our children of School age, but 170,254 are reported as having attended the Common Schools in 1851. It is, however, but just to remark, that nearly 20,000 more of our children are reported as having attended School in 1851 than in 1850; while 196,561 children in the State of New York are reported as having attended School less than two months of the year, and 212,578 of them between two and four months, and 170,005 of them for four months and less than six months. It may also be observed, that although great improvements have been made in their Schools in Cities and Towns, their annual School Reports furnish very little indication of progress in the rural parts of the State, while School progress with us is, in general, more conspicuous in the rural portions of the Country, than in our Cities, Towns and Villages.

3. The average period during which the Schools were kept open in the State of New York in 1851, "was seven months and seventeen days"; in Upper Canada it was nine months and twenty-eight days.

4. According to the last Census of the State of New York, taken in 1850, the population of that State was a fraction over four times the population of Upper Canada. There ought, therefore, to be four times as large a sum raised for the salaries of Common School Teachers in that State as in Upper Canada. The total sum of money raised there for the salaries of Teachers in 1851, (including the large School fund), was \$1,350,345, or £337,586; the total amount raised in Upper Canada in 1851 for the same purpose was £102,050, or \$408,200—nearly one-third of the amount which was raised in the State of New York.

The length of time during which the Schools were kept open during the year and the amount of money raised for the salaries of Teachers, are the two strongest tests of the doings of a people in regard to education.

5. The adoption and use of a uniform series of good Text-books throughout the Country, and the facilities for procuring School Maps and Apparatus, are a great saving of time and money to the children and people of Upper Canada in comparison to the perpetual changes of School Books and Maps which are taking place in the State of New York, arising from the absence of any State authority and provision in these respects, and the representations and collusions of interested Book and Map sellers and of Teachers.

6. The examination and licensing of Teachers by County Boards, according to a Programme prescribed by public authority, and establishing an uniform standard of qualification and classification of Teachers throughout the Country, must be a much more effectual provision to secure Teachers of good character and proper qualifications than the examination and licensing of Teachers by individual Township School Superintendents and Trustees.



7. There are no Normal School Buildings in the State of New York, nor in any State of America, equal to those which are nearly completed in Upper Canada.

8. The great principles and general outline and provisions of our School Law of 1850,—being the result of extensive enquiry and mature deliberation, may be considered as settled; and what appears to remain, and all that is desired by any considerable party on this subject, is, the filling up of that outline, and the extension of those provisions, as circumstances may require. But the following extract from the last Annual Report of the Superintendent of Schools in the State of New York, shows that, after forty years' legislation on the subject of Common Schools, our neighbours are still considering first principles, and are proposing to adopt the peculiar features of our Canadian School System. The State Superintendent says:—

“By a Resolution of the Assembly, of the 11th of July last, the Governor was authorized to appoint a Commission, whose duty it should be to prepare and report to the Legislature at its ensuing Session, an entire Common School Code, in one Act. Under this authority, the appointment of Commissioner was conferred on Mr. Samuel S. Randall, late Deputy Superintendent of Common Schools, who proceeded at once to the discharge of the duty thus devolved upon him. Following, as this Resolution of the New York State Assembly did, immediately upon the completion of a full consolidation and arrangement of the existing provisions of law, in relation to Common Schools under the Act of last Session, the Commissioner deemed himself authorized to incorporate in the newly revised Code such amendments and modifications of the system now in force, as in his best judgment, after full and free consultation with the most enlightened and experienced friends of education throughout the State, seemed desirable and necessary. The principal suggestions and recommendations made by him in the discharge of this important and responsible duty, are fully in accordance with the views of the State Department; and their adoption will, it is confidently believed, place our Common School System upon a permanent and satisfactory basis. They are understood to embrace, as their leading and prominent objects—1st. The separation of the Office of Superintendent of Common Schools, from that of the Secretary of State, and its erection into a separate and distinct State Department. 2nd: The substitution of a permanent annual State tax of one mill upon every dollar of the aggregate real and personal property of the State for the support of Common Schools, in lieu of the present aggregate tax of Eight Hundred Thousand dollars, (\$800,000), and 3rd: The restoration, in a modified form, and with suitable guards and restriction, of a system of County supervision.

“The proposed alterations of the existing system are independent of each other; and any one, or more, of them may be adopted by the Legislature and engrafted upon the School System to the exclusion of others, or the whole may be rejected, leaving the enactments of the present law to stand substantially as they are, with a new and improved classification and arrangement, and with such modification of their details as to adapt them more perfectly to the objects for which they were designed, and to carry out more fully the obvious views and wishes of the Legislature. Some amendments of the existing law will, doubtless, be found absolutely indispensable, and, if, combined with a full and complete revision of the School System, in such a manner as to render it permanent, as far as may be practicable, there can be no doubt that the interests and welfare of the Schools and of the inhabitants and officers of the several school districts, would be materially promoted by such an arrangement.”

### XIII. QUESTION OF RELIGIOUS INSTRUCTION, IN OUR SYSTEM OF PUBLIC INSTRUCTION.

1. The question of Religious Instruction has been a topic of voluminous and earnest discussion among statesmen and educationists in both Europe and America,—has agitated more than one Country on the continent of Europe—has hitherto deprived England of a National System of Education, permitting to it nothing but a series of petty expedients in varying forms of government grants to certain Religious Denominations,

while the great mass of the labouring population is unreached by a ray of intellectual light, and is "perishing for lack of knowledge," amidst the din of sectarian war about "Religious Education," and that too under the very shadow of the Cathedral and of the Chapel. If I have not made this question a prominent topic of remark in my Annual Reports, it is not because I have undervalued, or overlooked, its importance. On my first and preliminary Report on a System of Public Elementary Instruction for Upper Canada I devoted thirty pages to the discussion of this subject, and adduced the experience and practice of most educating Countries in Europe and America respecting it. In preparing the Draft of the School Law of 1846, I sought to place it where it had been placed by the authority of Government, and by the consent of all parties in Ireland, --as a matter of Regulation by a National Board, and with the guards which all have considered essential. These Regulations have been prepared and duly sanctioned, and placed in the hands of all School Authorities; nor have I failed, from time to time, to press their importance upon all parties concerned. It is, however, worthy of remark, that, in no instances, have those parties in this Province, who have thought proper to assail the School System, and myself, personally, on the question of Religious Instruction, quoted a line from what I have professedly written on the subject, or from the Regulations which I have recommended, while such parties have more than once pretended to give my views by quoting passages which were not at all written in reference to this question, and which contained no exposition of my views on it.

2. As some prominence has been given to this question during the year by individual writers, and some vague statements and motions have been put forth, I will offer a few remarks on it in concluding this Report:

(1) My first remark is, that the System of Common School Instruction should, like the Legislature which has established, and the Government that administers, it be non-sectarian and National. It should be considered in a Provincial rather than a Denominational point of view,—in reference to its bearing upon the condition and interests of the Country at large, and not upon those of particular Religious Persuasions, as distinct from public interests, or upon the interests of one Religious Persuasion more than upon those of another. And thus may be observed the difference between a mere sectarian and a patriot,—between one who considers the Institutions and Legislation and Government of his Country in a sectarian spirit, and another who regards them in a patriotic spirit. The one places his Sect above his Country, and supports, or opposes every public law, or measure of Government, just as it may, or may not, promote the interests of his own Sect, irrespective of the public interests, and in rivalry with those of other Sects; the other views the well-being of his Country as the great end to be proposed and pursued, and the Sects are among the instrumentalities tributary to that end. Some, indeed, have gone to the extreme of viewing all Religious Persuasions as evils to be dreaded, and, as far as possible, proscribed, but an enlightened and patriotic spirit rather views them as holding and propagating in common the great principles of virtue and morality, which form the basis of the safety and happiness of society; and, therefore, as distinct agencies more, or less, promotive of its interests,—their very rivalships tending to stimulate to greater activity, and therefore, as a whole, more beneficial than injurious. I think that a National System of Public Instruction should be in harmony with this National spirit.

(2) I remark again, that a System of Public Instruction should be in harmony with the views and feelings of the great body of the people, especially of the better educated classes. I believe the number of persons in Upper Canada who would theoretically, or practically, exclude Christianity, in all its forms, as an essential element in the education of the Country, is exceedingly small, and that more than nine-tenths of the people regard Religious Instruction as an essential and vital part of the education of their offspring. On this, as well as on higher grounds, I lay it down as a fundamental principle that Religious Instruction must form a part of the education of the youth of our Country, and that that Religious Instruction must be given by the several Religious Persuasions to their youth respectively.



*Public Schools versus Denominational Schools.*

(3) There would be no Christianity among us were it not for the Religious Persuasions, since they, collectively, constitute the Christianity of the Country, and, separately, the several agencies by which Christian doctrines and Worship and Morals are maintained and diffused throughout the length and breadth of the land. If, in the much that certain writers have said about, and against, "Sectarian teaching," and against a "Sectarian bias," in the education of youth, it is meant to proscribe, or ignore, the religious teaching of youth by Sects, or Religious Persuasions; then it is the theory, if not the design, of such writers to preclude Religious Truth altogether from the minds of the youth of the land, and thus prepare the way for raising up a nation of infidels! But if, on the other hand, it is insisted, as it has been by some, that as each Religious Persuasion is the proper Religious Instructor of its own youth, therefore, each Religious Persuasion should have its own Elementary Schools, and that thus Denominational Common Schools should supersede our present public Common Schools, and the School Fund be appropriated to the Denominations, instead of to the Municipalities; I remark that this theory is equally fallacious with the former, and is fraught with consequences no less fatal to the interests of universal education than is the former theory to the interests of all Christianity.

(4) The History of Modern Europe in general, and of England in particular, teaches us that when the Elementary Schools were in the hands of the Church, and the State performed no other office, in regard to Schools, than that of tax-assessor and tax-gatherer to the Church, the mass of the people were deplorably ignorant and, therefore, deplorably enslaved.

(5) In Upper Canada, the establishment and support of Denominational Schools, to meet the circumstances of each Religious Persuasion, would not only cost the people more than five-fold what they have now to pay for School purposes, but would leave the youth of minor Religious Persuasions, and a large portion of the poorer youth of the Country, without any means of education upon terms within the pecuniary resources of their parents, unless as paupers, or at the expense of their Religious Faith.

(6) But the establishment of Denominational Common Schools for the purpose of Denominational Religious Instruction itself is inexpedient. The Common Schools are not boarding, but day, Schools. The children attending them reside with their own Parents, and are within the charge of their own Pastors; and, therefore, the oversight and duties of the Parents and Pastors of children attending the Common Schools, are not in the least suspended, or interfered with. The children attending such Schools can be with the Teacher only from nine o'clock in the morning until four o'clock in the afternoon of five, or six, days in the week, while during his morning and night of each week-day, and the whole of Sunday, they are with their Parents, or Pastors; and the mornings, and evenings, and Sabbath of each week, are the very portions of time which convenience and usage and ecclesiastical laws prescribe for Religious studies and Instruction—portions of time during which pupils are not, and cannot, be with the Teacher, but are, and must be, under the oversight of their Parents, or Pastors. And the constitution, or order, of discipline of each Religious Persuasion enjoins upon its Pastors and Members to teach the summary of religious faith and practice required to be taught to the children of the members of each such Persuasion. I might here adduce what is enjoined on this subject by the Roman Catholic, and the several Protestant, Churches; but as an example of what is required in some form, or other, by the laws, or rules, of every Religious Persuasion, I will quote the Fifty-ninth Canon of the Church of England,—which is as follows:—

*Fifty-ninth of the Canons of the Church of England.*

"Every Parson, Vicar, or Curate, upon every Sunday and Holy-day, before Evening Prayer, shall, for half an hour, or more, examine and instruct the youth and ignorant

persons in his Parish in the Ten Commandments, the Articles of the Belief and the Lord's Prayer; and shall diligently hear, instruct, and teach them the Catechism set forth in the Book of Common Prayer, and all Fathers, Mothers, Master, and Mistresses, shall cause their Children, Servants, and Apprentices, which have not learned the Catechism, to come to the Church at the time appointed, obediently to hear, and to be ordered by the Minister, until they have learned the same. And, if any Minister neglect his duty herein, let him be sharply reproved upon the first complaint, and true notice thereof given to the Bishop, or Ordinary, of the place. If, after submitting himself, he shall willingly offend therein again, let him be suspended; if so the third time, there being little hope that he will be therein reformed, then let him be excommunicated, and so remain until he will be reformed. And, likewise, if any of the said Fathers, Mothers, Masters, or Mistresses, Children, Servants, or Apprentices, shall neglect their duties, of the one sort, of not causing them to come, and the other in refusing to learn, as afore-said; let them be suspended by their Ordinaries, (if they be not Children), and, if they so persist by the space of a month, then let them be excommunicated."

(7) To require, therefore, the Teacher in any Common day School to teach the Catechism of any Religious Persuasion, is not only a work of supererogation, but a direct interference with the disciplinary order of each Religious Persuasion; and, instead of providing by law for the extension of Religious Instruction and the promotion of Christian Morality, it is providing by law for the neglect of pastoral and parental duty, by transferring to the Common School Teacher the duties which their Church enjoins upon them, and thus sanctioning gross neglect of duty on the part of Pastors and Parents,—which must, in a high degree, be injurious to the interests of Public Morals, no less than to the interests of children and of the Common Schools. Instead of providing by law for Denominational Day Schools for the teaching of Denominational Catechisms in Schools, it would be more suitable to enforce by law the performance of the acknowledged disciplinary duties of Pastor and Members of Religious Bodies, by not permitting their children to enter the Public Schools until their Parents and Pastors had taught them the Catechism of their own Church.

(8) The theory, therefore, of Denominational Day Schools is as inexpedient on religious grounds, as it is on the grounds of economy and educational extension. The demand to make the Teacher do the canonical work of the Clergyman is as impolitic as it is selfish. Economy, as well as patriotism, requires that the Schools established for all should be open to all upon equal terms, and upon principles common to all,—leaving to each Religious Persuasion the performance of its own recognized and appropriate duties in the teaching of its own Catechism to its own children. Surely it is not the province of Government to usurp the functions of the Religious Persuasions of the Country; but it should recognize their existence, and, therefore, not provide for Denominational teaching to its pupils in the Day Schools, any more than it should provide such pupils with daily food and raiment, or weekly preaching, or Places of Worship. As the State recognizes the existence of Parents and the performance of parental duties by not providing their children with what should be provided by their Parents—namely, clothing and food—so should it recognize the existence of the Religious Persuasions and the performance of their duties by not providing for the teaching in the Schools of that which each Religious Persuasion declares should be taught by its own Ministers and the Parents of its children.

(9) But, it may be asked, ought not Religious Instruction be given in Day Schools, and ought not Government to require this in every School? I answer, what may, or ought to, be done in regard to Religious Instruction, and what the Government ought to require, are two different things. Who doubts that Public Worship should be attended and family duties performed? But does it, therefore, follow that Government is to compel attendance upon the one, or the performance of the other? If our Government were a despotism, and if there were no law, or no liberty, Civil or Religious, but the absolute



will of the Sovereign, then Government would, of course, compel such Religious and other Instruction as it pleased,—as is the case under certain despotisms in Europe.

But as our Government is a constitutional and popular Government, it is to compel no farther in matters of Religious Instruction than it is itself the expression of the mind of the Country, and than it is authorized by law to do. Therefore, in the "General Regulations on the Constitution and Government of Schools respecting Religious Instruction, referred to in a note on a preceding page, it is made the duty of every Teacher to inculcate those principles and duties of piety and virtue, which form the basis of Morality and order in a State, while Parents and School Teachers and School Managers are left free to provide for, and give, such further Religious Instruction as they shall desire and deem expedient. If with us, as in despotic Countries, the people were nothing politically, or civilly, but slaves and machines, commanded and moved by the will of one man, and all the local School Authorities were appointed by him, then the Schools might be the Religious teachers of his will; but, with us, the people in each Municipality share as largely in the management of the Schools as they do in making the School Law itself. They erect the School Houses; they employ the Teachers; they provide the greater part of the means of the support of the Schools; they are the parties immediately concerned,—the Parents and Pastors of the children taught in the Schools. Who then are to be the judges of the nature and extent of the Religious Instruction to be given to the pupils in the Schools?—these Parents and Pastors, or the Executive Government, counselled and administered by means of Heads of Departments, who are changed from time to time, at the pleasure of the popular mind, and who are not understood to be invested with any Religious authority over the children of their constituents?

(10) Then, if the question be viewed as one of fact, instead of theory, what is the conclusion forced upon us? Are those Countries in Europe, in which Denominational Day Schools alone are established and permitted by Government, the most enlightened, the most virtuous, the most free, the most prosperous, of all the Countries of Europe, or America? Nay; the very reverse is the fact. And it is here not difficult to show that those Denominational Schools in England, which were endorsed in former ages, have often been the seats of oppressions, vices, and practises, that would not be tolerated in the most imperfect of the Common Schools of Upper Canada. And when our Common Schools were formerly, in regard to Government control, chiefly under the management of one Denomination, were the Teachers and Schools more elevated in their Religious and Moral Character than at the present time? Is not the reverse notoriously the case? And, if enquiry be made into the actual amount of Religious Instruction given in what are professedly Denominational Schools, whether male or female, (and I made the enquiry), it will be found to consist of prayers not more frequently than in the Common Schools, although the ritual of each Denomination requires Catechetical Instruction to be given elsewhere and by other parties. So obviously unnecessary on Religious grounds are Separate Denominational Schools, that two School-Houses which were built under the auspices of the Church of England for Parish Schools of that Church,—the one at Cobourg, by the congregation of the Archdeacon of York, and the other in connection with Trinity Church, Toronto East,—have, after fair trial, been converted, for the time being, into Common School Houses, under the direction of the Public Boards of School Trustees in Toronto and Cobourg.

(11) I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each Religious Persuasion shall fulfil its acknowledged Rules and Obligations for the Religious Instruction of its own youth than by any attempt to convert, for that purpose, the Common Day Schools into Denominational ones, and thus legislate for the neglect of duty on the part of Pastors and Parents of the different Religious Persuasions. The Common Day School and its Teachers ought not to be burthened with duties which belong to the Pastor, the Parent, and the Church. The education of the youth of the Country consists not merely of what is taught in the Day School, but also of what is taught at home by the Parents, and

in the Church by the Pastor. And if the religious part of the education of youth is, in any instances, neglected, or defective, the blame rests with the Pastors and Parents concerned, who, by such neglect, have violated their own religious Canons, or Rules, as well as the express commands of the Holy Scriptures. In all such cases Pastors and Parents are the responsible, as well as guilty, parties, and not the Teacher of the Common School, nor the Common School System.

*The Case of Colleges and Higher Institutions different from Ordinary Schools.*

(12) But, in respect to Colleges and other high Seminaries of learning, the case is different. Such Institutions cannot be established within an hour's walk of every man's door. Youth, in order to attend them, must, as a general rule, leave their homes, and be taken from the daily oversight and instructions of their Parents and Pastors. During this period of their education the duties of parental and pastoral care and instruction must be suspended, or provision must be made for it in connection with such Institutions. Youth attending Colleges and Collegiate Seminaries are at an age when they are most exposed to temptation, most need the best counsels in Religion and Morals, are pursuing studies which most involve the principles of human action, and the duties and relations of common life. At such a period, and under such circumstances, youth need the exercise of all that is tender and vigilant in parental affection, and all that is instructive and wise in pastoral oversight; yet they are far removed from both their Pastor and Parent. Hence what is supplied by the Parent and Pastor at home, ought, as far as possible, to be provided in connection with each College abroad. And, therefore, the same reason that condemns the establishment of Public Denominational Day Schools justifies the establishment of Denominational Colleges, in connection with which the duties of the Parent and Pastor can be best discharged.

(13) Public aid is given to Denominational Colleges. Not for Denominational purposes, (which is the special object of Denominational Day Schools), but for the advancement of Science and Literature alone, because such Colleges are the most economical, efficient and available agencies for teaching the Higher Branches of Education in the Country—the aid being given, not to Theological Seminaries, but for the support of Teachers of Science and Literature. Nor is such aid given to a Denominational College until after a large outlay has been made by its projectors in the procuring of premises, erecting, or procuring and furnishing, Buildings, and the employment of Professors and Teachers,—evinced of the intelligence, disposition and enterprise of a large section of the community to establish and sustain such an Institution.

(14) It is not, however, my intention to discuss the question of recognizing and aiding Denominational Colleges in a System of Public Instruction. My object in the foregoing remarks is to show that the objections against the establishment of a System of Denominational Day Schools, do not form any objection to granting aid to Denominational Colleges as Institutions of Science and Literature, and open to all classes of Youth who may be desirous of attending them.

(15) The more carefully the question of Religious Instruction in connection with our System of Common Schools is examined, the more clearly, I think, it will appear that it has been left where it properly belongs,—with the local School Municipalities, parents and managers of Schools—the Government protecting the right of each parent and child, but beyond this, and beyond the principles and duties of moralities common to all classes, neither compelling nor prohibiting,—recognizing the duties of Pastors and Parents, as well as of School Trustees and Teachers, and considering the united labours of all as constituting the System of Education for the youth of the Country.



## STATISTICAL SCHOOL REPORT FOR 1851.

GENERAL STATISTICAL ABSTRACT, EXHIBITING THE STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, AS CONNECTED WITH UNIVERSITIES, COLLEGES, ACADEMIES, GRAMMAR, PRIVATE, COMMON, NORMAL AND MODEL SCHOOLS, DURING THE YEARS 1842 TO 1851 INCLUSIVE.

No.	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851
1	486,055		.....	622,570	.....	.....	725,879	.....	803,493	950,551
2	141,143		183,539	202,913	204,580	230,975	241,102	253,364	259,258	258,607
3	5		5	5	5	6	6	7	7	8
4	*25		*25	*30	*31	32	33	39	57	70
5	*44		*60	*65	*80	96	117	157	224	159
6	.....		1	3	3	3	2	1	.....	.....
7	.....		.....	.....	.....	2	2	2	.....	.....
8	1,721		2,610	2,736	2,589	2,727	2,800	2,871	3,059	3,001
9	1,795		2,701	2,839	2,708	2,866	2,960	3,077	3,493	3,238
10	No reports		No reports	No reports	No reports	700	740	773	684	632
11	No reports		No reports	No reports	No reports	1,000	1,115	1,120	2,070	2,800
12	No reports		No reports	No reports	No reports	1,831	2,345	3,648	4,663	3,948
13	No reports		No reports	No reports	No reports	.....	256	400	376	380
14	No reports		No reports	No reports	No reports	.....	.....	.....	.....	.....
15	65,978		96,756	110,002	101,912	124,829	130,739	138,465	151,891	168,159
16	65,978		96,756	110,002	101,912	131,360	135,295	144,406	159,678	177,624
17	£41,500		£51,714	£71,514	£67,906	£77,599	£86,069	£88,478	£88,536	£101,050
	No reports		No reports	No reports	No reports	No reports	No reports	No reports	No reports	No reports
	No reports		No reports	No reports	No reports	No reports	No reports	No reports	No reports	No reports

\* An approximation only, no specific information having been received by the Department.

GENERAL STATISTICAL ABSTRACT, EXHIBITING THE STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1851 INCLUSIVE.—  
(Continued.)

No.	1842	1843	1844	1845	1846	1847	1848	1849	1850	1851
18	Grand total available for Teachers' Salaries and the erection and repair of School-houses	No reports	No reports	No reports	No reports	No reports	No reports	No reports	£102,725	£119,509
19	Total Common School Teachers in Upper Canada	.....	.....	2,860	2,925	3,028	3,177	3,209	3,476	3,277
	Total Male School Teachers in Upper Canada	.....	Not separately reported	.....	.....	2,365	2,507	2,505	2,697	2,551
	Total Female School Teachers in Upper Canada	.....	Not separately reported	.....	.....	663	670	704	779	726
20	Average number of months each Common School has been kept open by a qualified Teacher	.....	7½	8	8½	8½	9	9½	9½	10½
21	Net average attendance of Pupils at the Common Schools during the Summer of	No reports	No reports	No reports	No reports	No reports	70,459	72,204	76,842	83,390
	Net average attendance of Boys at the Common Schools during the Summer of	.....	No reports	No reports	No reports	No reports	38,539	39,382	41,784	44,647
	Net average attendance of Girls at the Common Schools during the Summer of	.....	No reports	No reports	No reports	No reports	31,920	32,822	35,040	38,743
22	Net average attendance of Pupils at the Common Schools during the Winter of	.....	No reports	No reports	No reports	No reports	76,711	78,466	81,469	84,981
	Net average attendance of Boys at the Common Schools during the Winter of	.....	No reports	No reports	No reports	No reports	45,429	46,402	48,308	49,060
	Net average attendance of Girls at the Common Schools during the Winter of	.....	No reports	No reports	No reports	No reports	31,282	31,964	33,161	35,921

NOTE.—The Returns in the foregoing table, up to the year 1847, are not very complete; but since that period they have been sufficiently so to establish a data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of learning, from the Common School up to the University; but hitherto the sources of information regarding the latter class of Institutions have been rather private than official.



## PAPERS BY THE CHIEF SUPERINTENDENT OF EDUCATION ON THE STATE AND PROGRESS OF THE SCHOOL SYSTEM, 1851.

### I. PERMANENCY AND PROSPECTS OF THE SCHOOL SYSTEM OF UPPER CANADA.

Having in my Annual Report given details of our year's educational progress, I am not in a position to enter further into details in respect to our past educational progress; nor is it necessary that I should do so, as the Report to that effect has been printed by order of the Legislative Assembly, and placed in the hands of each Municipal Council and School Corporation throughout Upper Canada. I shall, therefore, confine myself to a few general remarks and practical suggestions.

1. My first remark relates to the settlement of the general principles and great organic provisions of our School System. It has been a common and not unfounded complaint that there was nothing abiding, nothing settled, in the principles and provisions of our School Law. Perpetual change in a School law is perpetual infancy in a Public School System. Permanence and stability are essential conditions of growth, whether in an oak of the forest, or in a System of National Education. But the works of man are not like the works of God,—perfect at the beginning. The history of all science teaches us that experiments must precede the principles which they establish; and the period of Experiment in anything is likely to be a period of change as well as of infancy. In no branch of Political Economy have more experiments been made, and with less progress toward the definiteness and dignity of a science, than in the department of public education. The chief reason I apprehend to be, not that it is more difficult than any other, but that it has received less careful attention than any other, in proportion to its magnitude and importance; that in very few instances has any one man, with zeal and capacity for the task, been permanently set apart to investigate the subject in all its aspects and applications, and to bring definitely and practically before the authorities, and Legislators, and citizens of his Country, the results of general experience and thoughtful consideration, and embody them in actual recommendations and measures of administrative policy. In New York and other States the succession of temporary State School Officers has been accompanied with an almost corresponding succession of School Laws; and every confident and adventurous theorist in the Legislature, who had, perhaps, never been out of the limits of his native State, or read half a dozen School Law books of his own country, or who never studied a school system of other countries in his life, was ready with some new project, in which he imagined and insisted was embodied the sum of all human perfection, but which was no sooner tried than abandoned. In the State of New York, after almost annual legislation for nearly forty years, the general provisions of the last amended School Law of that State are, I have been informed, substantially, and almost verbatim, those of the School Law of 1811,—which was adopted on the recommendation of an able Committee that had devoted a year to the examination and consideration of the subject,—thus coming back to the place of beginning, after having made a circuit of the whole circle in school legislation. But in Upper Canada our abnormal state of legislative experiment and change has been less protracted and tedious. We have had the great advantage of our neighbours' experiments and experience, and have reached, (and I hope have exceeded), their results in legislation without the drawbacks of their many trials and disappointments; and some of the material changes in our School Law have been required by the introduction of a new system of Municipal Councils; and other portions of our recent school legislation have consisted in the introduction of new and necessary provisions, rather than the repeal of existing ones.

2. The careful inquiry which has been instituted into the whole subject of our Schools during the last five years, the many consultations on the subject which have been held

by the Chief Superintendent in the several Counties throughout the Country, the minute and careful attention which was bestowed upon it by the Government and the Legislature during the last Session, all warrant the assurance in the public mind that no future legislation on the subject of our Common Schools will take place, except as new wants may suggest, and the experience and convictions of the Country shall require. I am the more convinced of the correctness of this conclusion from the fact that every suggestion, whether friendly or hostile, which I have seen in newspapers, proposing substitutes for certain provisions of our present School Law, has been tried and found unsuccessful in some one of the neighbouring States,—a fact of which the projectors might have satisfied themselves had they investigated the history of School legislation in those States before undertaking to give lessons on the subject to Upper Canada. It cannot fail to be satisfactory and encouraging to every practical man and friend of education, to enter upon the School duties and interests of each new year with the conviction that his labours will not be in vain, and that the system, to which he shall endeavour to give efficiency, will be an abiding agency for the educational development and elevation of his Country.

3. My next general remark refers to the position which our School System and its administration occupy in respect to parties and party interests. The virus of party spirit is poisonous to the interests of education in any Country or neighbourhood, and the clangour and jostling of party conflicts are its funeral knell. It perishes in the social storm, but grows and blooms and bears fruit in the serenity and sunshine of social peace and harmony. It has, therefore, been the policy of the enemies of general education in any Country, and of whatever party, as if prompted by a malevolent instinct, to seek to invest the agency for its extension with a party character, and then strangle it as a party monster. And even unintentionally and incidentally the interests of education have largely suffered from the same upas influence. Among our American neighbours, I have been assured that party selfishness and contests have proved one of the most serious obstacles to the progress of their educational systems and interests. The working of their machinery of government, involving countless elections and endless party conflicts, the local, if not higher, administration of their Common School Systems has often been perverted and pressed into degrading service as an engine of party, to the grief of the earnest and patriotic friends of education; and it has been alleged that to the intrigues of party aspirants may be traced the origin of no inconsiderable number of their projects of School laws and School reforms. It is highly honourable to the discernment and patriotism of our neighbours that, under a system of polity which to so high a degree lives and moves and breathes in an atmosphere of almost theatrical excitement, the interests of education have been so nobly sustained, and its progress has been so rapid and extensive. I regard it as an interesting incident in our Canadian history, and a hopeful sign and certain augury of educational progress, that our System of Popular Instruction stands forth, by common consent and suffrage, the exclusive property of no party, and the equal friend of all parties. If one party introduced legislative enactments, laying the foundation and delineating the general outlines of the System in 1841 and 1843, and if another party introduced a legislative measure to modify and essentially to improve it in 1846, both parties have united to mature and consolidate it in 1850. I think there was a moral sublimity in the spectacle presented by our Legislature at its last Session, when the leading minds of both parties, (with only subordinate exceptions, unworthy of formal notice, and reflecting just darkness enough to give stronger expression and greater majesty to the general outlines of the picture), forgetting the rivalships and alienations of party, united as one man to provide the best System they could devise for the universal education of their common Country, the spirit of sect being merged in the spirit of Christianity, and the spirit of partizanship absorbed in that of patriotism. I have stated the fact to several distinguished public men, as well in the United States as in England, and in every instance the comment has been one of admiration of such a spirit in the public men of Canada,



and congratulation on the educational and social prospects of the Canadian people, under such circumstances, as a practical development of the same spirit in administration which had been thus illustrated in legislation, the same persons have been re-appointed, in 1850, to perpetuate and extend the work of education under the law, who were first appointed in 1846 to devise and establish it.\* The example and spirit of these acts should thrill the heart of every man of every party in Canada, and tell him that in the education of youth he should forget sect and party, and only know Christianity and his Country.

4. I have a further general remark to make, and it is this—that our system of municipalities affords unprecedented and unparalleled facilities for the education and social advancement of our Country. While I was in England last year a member of the Canadian Legislature, now in this Country, an able political opponent of the author of our present municipal law, but deeply interested in the financial and general advancement of Upper Canada, and who has to do with matters affected by that law, has expressed to me his conviction that our municipal law is the best, the most comprehensive, and most complete measure of which he has any knowledge for developing the resources and promoting the improvement of a Country, especially a young Country. But what is thus stated by an impartial and competent judge to be true of this law in respect to the general resources and interests of the Country, is, I think, pre-eminently true in regard to its educational interests.

5. Among the conditions essential to the advancement and greatness of a people are individual development and social co-operation, to add as much as possible to the intellectual and moral value and power of each individual man, and to collect and combine individual efforts and resources in what appertains to the well-being of the whole community. That system of polity is best which best provides for the widest and most judicious operation of these two principles—the individual and the social. Now, to the development of the former, self-reliance is requisite; and, in order to that, there must be self-government. To the most potent developments of the latter, organization is essential; and such organization as combines the whole community for all public purposes, and within convenient geographical limits. In our system of Municipalities, and in our School System, which is engrafted upon the Municipalities, these objects are carefully studied, and effectually provided for, and provided for to an extent that I have not witnessed, or read of, in any other Country. In the neighbouring United States there are excellent Town and City Municipalities, with ample powers, and in some of the States there are Municipalities of Townships and Counties for certain objects; but these are isolated from, and independent of, each other, and are far from possessing powers commensurate with the development of the resources, and meeting all the public wants of the community within their respective limits. It is in Upper Canada alone that we have a complete and uniform system of Municipal organization, from the smallest Incorporated Village to the largest City, and from the feeblest School Section and remotest Township to the largest County, or union of Counties,—the one arising above the other, but not superseding it,—the one connected with the other, but not contravening it,—the one merging into the other for the purposes of wider expansion and more extensive combination. By their constitution these Municipal and School corporations are reflections of the sentiments and feelings of the people within their respective circles of jurisdiction, and their powers are adequate to meet all the economic exigencies of each Municipality, whether of Schools, or Roads, of the diffusion of knowledge, or the development of wealth. Around the fire-sides, and in the local primary meetings, all matters of practical interest are freely examined and discussed; the people feel that these affairs are their own, and that the wise disposal and management of them depend upon their own energy and discretion. In this development of individual self-reliance, intelligence, and action in local affairs of common interest, we have one of the primary elements of a people's social advancement; whilst, in the municipal organizations, we

\* (I.e.) In the Council of Public Instruction for Upper Canada.

have the aggregate intelligence and resources of the whole community on every material question and interest of common concern. What the individual cannot do in respect to a School, a Library, a Road, or a Railway, can be easily accomplished by the Municipality; and the concentration of individual feeling and sentiment gives character and direction to municipal actions. The laws constituting Municipalities and Schools are the Charters of their government, and the Forms and Regulations for executing them are aids to strengthen their hands and charts to direct the course of those who are selected to administer them.

6. The application of this simple, but comprehensive, machinery to the interests of Schools and general knowledge opens up for Upper Canada the prospect of a glorious future. One of the most formidable obstacles to the universal diffusion of education and knowledge is class isolation and class exclusiveness—where the highest grades of society are wholly severed from the lower, in responsibility, obligations, and sympathy, where sect wraps itself up in the cloak of its own pride, and sees nothing of knowledge, or virtue, or patriotism, beyond its own enclosures, and where the men of liberal education regard the education of the masses as an encroachment upon their own domains, or beneath their care, or notice. The feeble and most needy, as also the most numerous classes, are thus rendered still feebler by neglect, while the educated and more wealthy are rendered still more exclusive and stronger by monopoly. Our Municipal and School Systems, on the contrary, is of the largest comprehension,—it embraces in its provisions all classes and practically all sects, and places the property of all, without exception, under contribution for the education of all, without respect of persons. Thus every man, whether rich, or poor, is made equal before the law, and is laid under obligation, according to his means, of educating the whole community. And our School law applies for the application of this great principle, not only for the establishment of Schools and all requisites for their support and efficient operation, but also for the establishment and maintenance of Libraries of general knowledge and reading; nor does it leave each Municipality to collect Books where and how it can, and at whatever prices, but calls in the assistance of the Government to arrange for procuring, at the lowest prices, a selection of Books ample in number and variety, and suitable in character, to meet the wants and wishes of every Municipality in Upper Canada. The Department of Public Instruction having to do, in respect to Books, with no private parties, but with School and Municipal Corporations only, the legitimate field of private trade cannot be entrenched upon, nor the ordinary channels of private business in the least interfered with; but they will rather be enlarged by the cultivation of public taste, and the increased local demand for Books of instruction and entertainment.

7. Such are the educational circumstances under which the people of Upper Canada have commenced the year 1851. Several practical suggestions have been made in connection with the preceding remarks; others are so obvious, as inferences, that I need not repeat them in this place. All that I will, therefore, add is, that if the year 1850 has been signalized by laying the foundations of our System of Public Instruction deeper and broader, should not the year 1851 be characterized by rearing the superstructure higher than those foundations? If, during the last few years Upper Canada has advanced beyond the State of New York in three great elements of popular education,—the average time of keeping open the Schools during the year,—the comparative amount of money raised by the people at large for the support of education in proportion to the population, and the proportional number of Teachers trained in the Normal School,—why may not Upper Canada, with its improved School Law and its Municipal System, become the best educated and the most intelligent Country in North America? Upon ourselves will be the responsibility and shame if it be not so.

8. In the course of the year I hope to be able to visit each County, or union of Counties, in Upper Canada, to bring before the people at public Meetings those parts of our School System which are yet to be brought into operation, and to confer with them upon the best means of perfecting what has been commenced. In devising these means,



I try to conceive of the children in each Municipality and School Section, even the most remote and feeble, as my own children, and to provide for them educationally, so far as in my power, in the way that I would wish my own children to be provided for under like circumstances. However far I may come short of my own wishes and the necessities of our Province, I trust that the Country will be satisfied with my humble endeavours when they come to be practically developed; and I am sure the cordial co-operation of the people will not be wanting in what is best for our children and patriotic for our Country. I earnestly implore the Divine blessing to crown our united exertions with the most abundant success.

TORONTO, January, 1851.

EGERTON RYERSON.

## II. ENCOURAGING SYMPTOMS (FOR THE FUTURE) OF OUR SCHOOL SYSTEM.

1. Looking back on the past we cannot but rejoice at the unexampled degree of success which has attended the efforts of this Province to perfect and render really permanent our System of popular Education; to invest it with a freeness and universality that the poorest child may consider its enjoyment as his birthright, and the richest deem it a privilege to participate in its advantages, and to contribute to its support and permanence. Although we have yet too much reason to deplore the want of an enlarged and enlightened generosity in a mixed section of our countrymen and fellow colonists in the support and diffusion of sound general Education upon equal terms among all classes alike; still, in tracing back the history of popular Education in Upper Canada for the past few years and carefully scanning each step of progress,—possibly too measured—we cannot disguise the deep feelings of pleasure which we experienced in reflecting upon the real, palpable, improvement which has taken place in the character and condition of our Common Schools. This improvement is now a recognized historical fact; and it afforded us no little satisfaction in hearing it made the subject of academic congratulation in an official address before the chief men and scholars of Upper Canada upon the occasion of the recent annual Commencement of the University of Toronto.

2. As intimated in my Annual Address we have now, as a people, reason to believe that, after successive years of somewhat indefinite legislation in School affairs, we have at length reached that calm and settled period in our educational history when the fruits of our united toil and labour will be permitted to mature and ripen to an abundant and glorious harvest. As in rural affairs, so in the affairs of intellectual life, there is a time to sow and a time to reap, a time to break up the fallow ground, and to harrow in the fruitful seed, so there is a time for gentle rain and sunshine, for unceasing culture and watchful solicitude. The time for breaking up and moulding the rough character of our School System,—of giving it a broad and noble outline,—of laying deep its foundations, and of marking out the bounds of our future operations, is past, and we may now cordially and unreservedly devote our energies to the development of the germ of the noble seed that has been sown; to give effect to the wise decisions of the Legislature, and to seek no further, until time and experience demand it, to loosen again the cords which bind together the several mutually dependent parts of our Elementary School System.

3. I cannot forbear referring here to one or two very gratifying circumstances, already alluded to in my Annual Address, connected with the recent re-enactment and consolidation of our School System. We have reason to believe that the principles and prominent features of our present School Law received the unanimous sanction of the most experienced educationists of Upper Canada, previous to their being submitted to the Legislature.\* And if the subject received such careful attention from numerous individuals, skilfully experienced in the working of former School laws, it received even

\*For these opinions on the then protected School Bill, see pages 54-72 of the Eighth Volume of the Documentary History of Education in Upper Canada.

closer and more careful attention from the Members of the Government,—especially from the Honourable Francis Hincks—and of the Legislature itself. Never before did the great subject of popular education in Upper Canada receive so thorough, so minute, and so patriotic an investigation; never before (with some exceptions) were mere party ties and preferences so generally obliterated in the discussion of a great question of vital and national interest. Clamour was hushed; diversified feeling was harmonized; the two great sectional interests of the Legislature were merged into one of high-toned nationality; and, in this anxious, calm, and patriotic spirit, did the united Legislature of our Country seek to embody in the enactments of our School law of 1850 the generous spirit which characterized their own feelings and deliberations,—to blend in just and effective proportions Executive with Municipal and local with individual co-operation,—to invest the entire System with the characteristics of parental and general solicitude, and to imbue it with the spirit of energetic co-operation. Not the least interesting historical reminiscence connected with our present School law is the fact,—and it is indicative of the feelings of the Executive Government for the success of the Measure,—that the first Bill of the United Parliament which received the Royal Assent in Toronto, was an “Act for the better Establishment and Maintenance of Common Schools in Upper Canada.”

4. In all these respects has the Legislature of Canada—although too modestly, we confess,—followed in the footsteps of the noble Pilgrims of New England, who knew that, in the laws establishing Common Schools, more than in any other enactment, lay the secret of the future glory and success of their youthful Colony; “Every child, with them, as it was born into the world, was lifted from the earth by the genius of their Country, and in the Statutes of the land received, as its birthright, a pledge of the public care for its morals and its mind.”

5. In New England, Free Schools have been established for two centuries; in New York the people have now, at two successive ballots, decreed that Free Schools shall be established for ever as a birthright for their children; while in Upper Canada we content ourselves by merely suffering Free Schools, with all their great and permanent advantages, to flourish, or decay, as caprice or selfishness dictate.\* As a people, we have rejected alike the two-century experience of New England, and the touching, almost parental solicitude recently expressed in the votes deliberately recorded in favour of free and universal education in the State of New York. But yet, notwithstanding these chilling facts, we have made encouraging, and, comparatively speaking, rapid progress in Free Schools. Three years ago the name of a Free School was unknown in Upper Canada; and when it was uttered, people hesitated to adopt it, while some denounced the innovation as containing the germ of an unmixed “Prussian Despotism,” little dreaming at the time, that, by establishing even a partial system of Free Schools in Prussia, that very despotism was but springing a mine that would eventually involve it in utter destruction, and shatter its strongest citadel to atoms. Now, in Upper Canada, we can reckon our Free Schools by tens, almost by hundreds, as a result of the annual vote of the rural ratepayers, at the Annual School Meetings. Scarcely a newspaper we take up, containing a report of the proceedings of the local Municipalities, but we perceive by-laws enacted, established, either partially, or entirely, one or more Free Schools in a Township. School Superintendent Lecturers make the subject a leading topic of discussion and encouragement; and School Trustees are anxious, by special Meetings, and otherwise, to induce their constituents to sanction the practical application of the principle to the support of their Schools. The Twelfth Section of the School Law of 1850 recognizes, in distinct and emphatic terms, the right and the privilege of the people to confer upon their separate localities the great boon of a Free School,—free to the children of the rich man, as well as to the children of the poor man,—supported by all alike, for the benefit of all, according to the ratio of the bountiful gifts bestowed upon them by a kind and beneficent Providence; so that, with the same lavish

\*It was not until 1871 that the Provincial Legislature decreed, as did New England, that Free Schools should be established for ever as a birthright for the children of the land



hand, with which He has blessed us with an abundance of air and sunshine, and other common blessings, we may with equal generosity diffuse among our neighborhoods the blessings of Free Common Schools, for the religious, moral, and intellectual training of our children,—our Country's future Rulers, Judges, Statesmen, and Pastors.

6. Next to the very encouraging indications referred to, the friends of free education reflect with equal satisfaction upon the numerous accessions of intelligent influence and zeal in favour of our Common Schools. During the past year the interest felt by educated men in the success of our Elementary Schools has been unprecedented. This has been mainly owing to the agency employed to call into action this powerful, but hitherto dormant, influence and co-operation. The establishment of elective City and Town Boards of School Trustees,—of County Boards of Public Instruction, in connection with the important and extensive powers conferred upon these Boards,—the superior class of qualifications required of Local School Superintendents, together with the fixed rate of remuneration to which these Officers are entitled,—and the systematizing of the entire of our school operations,—have tended materially to elevate the tone of public sentiment in regard to popular Education.

7. In Cities and Towns the elective franchise in School affairs is much more extended than for ordinary municipal purposes; while the powers conferred upon the School Corporations are even more important,—not to say potent,—as regards the character and future destiny of the City and Town concerned,—than those possessed by the Municipality itself. Educated men feel honoured by having interests so vital committed to their hands, and they have, in every instance which has come under my notice, endeavored at once to elevate the character and condition of the Schools under their charge,—to erect large, pleasant, and commodious School Houses,—to introduce a graduation and system of Schools, and, generally, to give a fresh and healthy impetus to the great work in which they are engaged. It is pleasing thus to witness the exalted tone of enlightened public feeling which is gradually springing up in all our Cities and Towns.

8. No less cheering is the general aspect which popular Education presents in our Counties and rural School Sections. Within the last few years the profession of School Teaching has been invested with a higher degree of importance; the standard of qualification has been raised; and the condition of School Teachers generally has been very materially improved. We anticipate much good will result from the judicious labours of the new County Boards of Public Instruction. It remains henceforth with them to say whether, or not, a virtuous, or a vicious, a moral, or an intemperate, man shall be intrusted with the early training of the youth of our land. So far, their efforts to improve the moral and religious tone of the profession of school-teaching, as well as to elevate its literary character, have long been very decided and beneficial. It is to be earnestly hoped that future years will witness a still more rigid adherence on the part of Teachers and Trustees to the spirit of the admirable Regulations for their guidance, promulgated by the Council of Public Instruction for Upper Canada.

9. The delivery by local School Superintendents of Public Educational Lectures,—another most important factor of our Elementary School System,—has begun to develop itself, and to exercise a powerful influence in promoting the interests of popular education, wherever it has been called into requisition. Local Superintendents are required by law to deliver one Lecture a year in each of the School Sections under their supervision. Wherever this requirement of the School Act has been complied with, and the people have gathered to listen, an improved and enlightened public feeling in favour of a more generous system of education has been the result. Already the attention of the Department has been called to some valuable educational Lectures of considerable literary character, delivered in various parts of Upper Canada.

10. In this rapid glance which has been taken of our educational progress and capabilities, there is much upon which to congratulate our Country, and to incite us all to a still more united and vigorous effort to give a full and generous expansion to every

part of our popularized and admirably adjusted School System. All who wish it well are fully convinced that what it requires is the active and liberal co-operation of all parties concerned in its administration, in order to produce the most abundant and gratifying results. Its elasticity and adaptation to the varied intellectual wants of our population in Towns and Cities, as well as in rural School Sections; and its close and intimate connection with the Municipal Institutions of the Country, as illustrated in the Chief Superintendent's Annual Address, cannot fail, with the Divine Blessing, to render it a most important and effective auxiliary for the promotion of the social, material, and intellectual prosperity of this the destined home of thousands from our Fatherland.

TORONTO, January, 1851.

EGERTON RYERSON.

## ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR 1852.

*To His Excellency the Right Honourable James, Earl of Elgin and Kincardine, Governor-General of Canada.*

MAY IT PLEASE YOUR EXCELLENCY:

As required by law, I have the honour to submit a Report of the state of the Normal, Model and Common Schools of Upper Canada for the year 1852, and the measures which have been adopted, down to the date of this Report, to bring into operation every branch of our Common School System, together with such General Observations as the completion of the School System and present circumstances may require and suggest. The several Tables which compose the Statistical Part of this Report show a gradual but rapid and gratifying progress in every branch of our Common School System. I will refer to only a few leading facts.

### I. NUMBER OF SCHOOL SECTIONS AND SCHOOLS.—TABLE A.\*

Table A of this Report presents the following results:—

1. The number of School Sections are 3,317,—being twenty-three less than in 1851—presenting the gratifying fact of the tendency to reduce, by diminishing the area of each, rather than increase, the number of small School Sections. Of these, 443 are Union Sections—that is, Sections consisting of portions of different Townships. The apportionment of School Moneys to Union School Sections, the reporting of them, and administration of the law in respect to them, is attended with a good deal of inconvenience, which is unavoidable, as much greater inconvenience would be experienced to the inhabitants by not permitting the formation of these Union School Sections.

2. The Number of Schools reported in actual operation is 3,010—being nine more than the number reported the preceding year. It is not, however, the number of Schools but the number of pupils attending them, the time of them keeping open, and the amount expended for their support, that determines the state, or progress, of Common School Instruction.

3. The number of Free Schools reported is 901—being a gratifying increase of forty-six during the year; in addition to which 429 are reported as partly free,—making in all 1,330 Schools that are supported, in part, or altogether, by a self-imposed tax upon property. The Thirteenth Section of the Supplementary School Act, passed in June last does not permit the imposing of a Rate-bill of more than One shilling and three pence per month for each pupil attending a Tuition-fee School; so that all of the Common Schools in Upper Canada are now, in a great measure, supported by a rate on property,

\*I have not given the Tables of this Report, as they are too voluminous. They may be seen in the Appendices of the Journals of the House of Assembly for 1852-53.



—the true principle, and the only effectual method, of educating all the youth of the land. See on this subject an Address to the people of Upper Canada on Free Schools. [Printed on pages 73-81 of the Ninth Volume of the Documentary History.]

## II. RECEIPTS AND EXPENDITURE OF SCHOOL MONEYS.—TABLE A.

The amount of the Legislative Grant apportioned to Common Schools in 1852, was £18,723 18s. 8d.—being £303, 2s. 10d. less than the amount apportioned in 1851. The Municipal Assessment imposed by the County Councils, as an equivalent to the Legislature School Grant part of the School Fund in 1852, amounted to £26,530 5s. 10d.—being an increase on the preceding year of £694 8s. 4. The amount of School Section Assessment, for Free Schools, was nearly the same as the formerly Municipal Assessment, being £26,132 15s. 8d., an advance on the preceding year of £6,300 2s. 1d. The amount of Voluntary Subscriptions was small, but they, with the Rate-bills, was £36,682 16s.—being an increase on the preceding year of £3,105 6s. 9d. The total amount of these several sums, received in 1842, for the payment of the Salaries of Teachers, was £113,991 10s. 7d.—being an increase of £11,940. 18s. 1d. on the amount received for the same purpose in the preceding year. The amount raised for Building, Repairs of School Houses and Apparatus, and other Requisites for the Schools, was £25,094. 12s. 9d.—being an advance on the Receipts of the preceding year, for the same purpose, of £5,759. 14s. 9d. The amount received in support of various other Educational Institutions, was £36,989. 15s. 10d.—being an increase during the year of £4,155 8s. 2d. The grand total sum available, (as far as reported,) for Educational Purposes in Upper Canada, for the year 1852, was £176,075. 19s. 2d.—being an increase, over the receipts of year 1851, of . . . £21,845. 1s. 0d. The sum, therefore, provided and expended for Educational Purposes in Upper Canada during the year 1852, exceeded thrice the “gross amount of all local taxes” in 1845, which amounted, according to the returns, to £55,377. 4s. 1d.—less than one half the amount of the taxes and appropriations for Common Schools, in 1852.

## III. SCHOOL POPULATION CENSUS, AND PUPILS ATTENDING SCHOOLS.—TABLE B.

The whole number of children between the ages of five and sixteen years reported in the various School divisions for 1852, was 262,755,—being 4,148 more than the number reported for 1851. The whole number of pupils reported as attending School in 1852, was 179,587,—being 9,333 more than the number of pupils reported for 1851. The number of Boys reported as attending School in 1852, was 99,264, and the number of Girls, 80,323. As the number of Girls attending the Common Schools is nearly twenty thousand less than that of Boys; so the number of Girls attending Private Schools is much greater than that of Boys. There is, however, a difference of 83,168 between the number of children of school age reported, and the number of children reported as attending School; and after the most liberal allowance for the number of children attending Private and other Schools, there is the painful and startling fact of more than Sixty thousand children in Upper Canada not attending any School in 1852,—a fact that ought to arouse to exertion every friend of humanity, good government and civilization, until the number of children reported as attending the Schools, shall equal, or nearly so, the number of children of School age.

The same Table (B) exhibits the average attendance at School of Boys and Girls, in Winter and Summer; also their classification, and different subjects of study,—evincing a gratifying progress in all the branches taught, excepting Geometry, Vocal Music, and Linear Drawing,—three subjects of great importance; the first and last for practical purposes, as a means of mental and artistic discipline, and the second as an instrument of social culture and enjoyment.

## IV. TEXT BOOKS IN THE SCHOOLS IN 1852.—TABLE C.

From Table C it will be seen that there is a large decrease in the use of miscellaneous School Books that interfere with uniformity of Text Books in the Schools, while

there is a large increase in the number of Schools in which the Authorized Irish National School Books are used, and the two, or three, other Books, which have been approved of by the Council of Public Instruction. It appears that the Irish National Arithmetics are used in 2,232 Schools, and the Irish National Readers in 2,925 Schools. I know of no instance in which so great a change and improvement has taken place in the School Text-books of a Country during so short a period; and that without compulsion. It is also worthy of remark that all those Text-books, (with one or two exceptions), are printed in Canada,—thus encouraging domestic manufacture and enterprise at the same time the Schools are improved. I hope the period is not remote when we shall be the publishers of our own School Libraries, as well as School Text-books.

It will also be seen from the same Table, (C), that the Bible and Testament are read in 1,890 Schools, being an increase during the year of 142 Schools in which the Sacred Writings are read,—a fact which sufficiently refutes the unjust calumny, uttered and published by certain persons, that our School System excludes the Holy Scriptures from the Schools!

#### V. TEACHERS, AND THE TIME THE SCHOOLS HAVE BEEN KEPT OPEN.—TABLE D.

The whole number of Teachers employed during the year was 3,388, being 111 more than the number employed during a longer, or shorter, period of the preceding year. Of this number 2,541 were men, being a decrease of 10; and 847 were women, being an increase of 121. In this Table, (D), will also be found a return of the Religious Faith of all of the Teachers, except 29; a practical refutation of another unjust calumny, that no inquiry is officially made as to whether Teachers are Christians or infidels. At no period of Canadian History was so strict an examination made into the character and qualifications of Teachers as is now the practice.

The general average salaries of Male Teachers, without board, was £63 6s., being an increase of £4 4s. each on those of the preceding year. The average salary of male Teachers, with board, was £52 17s., being an advance of £27 11s. each on those returned the preceding year. The average salaries of Female Teachers, without board, was at the rate of £52 12s., and with board £32 1s., an advance of £8 5s. each on those of the preceding year.\*

The same Statistical Table shows an increase of First and Second Class Teachers, and a decrease in the number of Third, (or lowest), Class Teachers. According to the Returns, there were 435 First Class Teachers, an increase of 57; 1,444 Second Class Teachers, an increase of 172; 1,460 Third Class Teachers, a decrease of 87. But the Programme of Examination, or standard, of Qualifications for Third Class Teachers is as high, (though not high enough), as were those of Common School Teachers generally in former years.

\*It should be borne in mind that this general average return of salaries of School Teachers, includes the comparatively high average salaries of Teachers in the Cities, Towns and Villages of Upper Canada—many of which are equal to one hundred and fifty pounds per annum, and some higher. Speaking with exactness, therefore, the average annual salaries of Teachers in Upper Canada generally, (omitting the Cities, Towns and Villages, which form noble exceptions to the general rule) should be stated, (as will be found in the Statistical part of this Report) to be as follows:—

Average Salaries of Teachers in the Rural Districts of Upper Canada:—	
Average Annual Salaries of Male Teachers with board .....	£36
Average Annual Salaries of Male Teachers without board .....	50
Average Annual Salaries of Female Teacher with board .....	24
Average Annual Salaries of Female Teachers without board .....	33
Average Salaries of Teachers in the Cities:—	
Average Salaries of Male Teachers without board .....	109
Average Salaries of Female Teachers without board .....	49
Average Salaries of Teachers in the Towns and Villages:—	
Average Salaries of Male Teachers without board .....	85
Average Salaries of Female Teachers without board .....	53

Making the general average for the entire Province, as stated in the Statistical Report.



According to the same Statistical Table, the average time of keeping open the schools was ten months and twenty one days.

Owing to the increased period during which the Schools have been kept open in the Cities, Towns, and Villages in Upper Canada, the general average time during which the Schools have been open in the entire Province, appears longer than it would, were the Cities, Towns, and Villages omitted. This item of the statistics will be best appreciated by viewing it in detail as follows:—

1. By taking the sum of the average of Counties, Cities, Towns and Villages,—which gives 729, divided by 74, the number of Municipalities reported,—according to which the average would be nine months and twenty-six days,—or an average of two days less than is given in my last Annual Report.

2. By taking the separate average of the Counties, and the separate average of the Cities, Towns and Villages—which give for, Counties, nine months and eleven days; Cities, Towns and Villages, eleven months and one day; a total of nineteen months and twenty-six days; this, divided by two, gives an average of ten months and six days.

3. By taking the separate average of the Counties, the Cities, the Towns, and the Villages, thus:—

Counties, nine months and eleven days; Cities, eleven months and fourteen days; Towns, eleven months and twenty-three days; Town Municipalities, ten months and six days; Villages, ten months and twenty-one days;

Total, fifty-three months and fifteen days; which, divided by five, gives ten months and twenty-one days. This mode of taking the average time of keeping open the Schools is the most minute, and has been adopted in this Report.

#### VI. SCHOOL VISITS, LECTURES BY THE SUPERINTENDENTS, AND SCHOOL HOUSES.—TABLE E.

The School Visits indicate the interest, in this respect, in the progress of the Schools, evinced by each of the classes of persons mentioned.

1. The number of School Visits, by Local Superintendents, was 8,956—increase twenty-three, and very nearly an average of three visits during the year to each School; by Clergymen, 2,601—decrease, 245; by Municipal Councillors, 1,382—increase, 16; by Magistrates, 1,263—increase, 152; by Judges and Members of the Legislature, 79—increase, 22; by Trustees and others, 20,941—increase, 2,646. Total number of School Visits during the year, 35,164—increase, 2,556.

2. The law requires each Local School Superintendent to deliver in each School Section under his charge, “at least once a year, a Public Lecture on some subject connected with the objects, principles, and means of Practical Education.” The number of Lectures delivered by Local Superintendents during the year, was 2,537—a decrease of 119, and 780 less than the number of School Sections reported. The County returns in the Tables will show in which Counties the omissions of duty, in this respect, have occurred. The number of Lectures on Education delivered by others than Local Superintendents, was 95—decrease 77.

3. The number of School Houses built during the year, was 199; of which 18 were Brick, 18 Stone, 78 Frame, and 85 Log. The whole number of School Houses reported was 3,008, of which 127 were Brick, 160 Stone, 1,249 Frame, 1,427 Log and 45 not reported.

4. The amount received for building School Houses during the year, was £19,035 11s. 4d.—increase, £6,008 14s. 10d. The amount received for the Repairs and Rents of School Houses, was £4,988 9s. 9d.—increase, £556 13s. 9d. The total amount received for the Building, Repairs and Rents of School-houses was £24,024 1s. 1d.—increase, £6,565 8s. 7d.

## VII. MAPS, APPARATUS AND OTHER SCHOOL REQUISITES AND LIBRARIES.—TABLE F.

In 1851 the Schools were provided with no less than 2,027 Maps of the World and Continents. Of course, so large a number of this kind of Maps could not be required every year, though the number procured in 1852 amounted to 1,692, or 335 less than in the preceding year. The Schools were supplied with 663 Maps of Canada, an increase of 597; other Maps, 1,454, an increase of 522. The total number of Maps of different kinds in the Schools, in 1852, was 3,809, an increase of 1,014, more than one-fourth of the whole number. Considerable additions have been made to the Apparatus of different kinds and other Requisites in the Schools, although the aggregate sum reported as expended for this purpose is £466 14s. 7d. less in 1852 than in 1851; it being in the latter year, £1,533 7s. 3d., and in the former, £1,066 12s. 8d.

A few Libraries are reported, under the head of Common School Libraries, which are voluntary associations, as no legal steps had yet been taken, nor appropriations made, for the establishment of such Libraries. The Returns under this head appear to be very imperfect, as the amount reported to have been expended is only £35 19s. 1d., while the number of libraries reported as having been established, was 48, and the number of volumes purchased, 3,146. The Returns, however, indicate a desire to procure Books for reading, by means of associations, in anticipation of the Regulations and provisions which have since been made to establish and provide Public School Libraries throughout the Province.

The number of Sunday School Libraries reported, was 861, increase 177; number of volumes, 124,031; increase, 27,945.

The number of Public Libraries reported was 141, increase 45; number of volumes, 37,679, increase, 33,213.

## SEPARATE SCHOOLS OF VARIOUS KINDS REPORTED.—TABLE F.

From Statistical Table F, it appears that the total number of Separate Schools in Upper Canada in 1852, was twenty-five—Increase one. Of these twenty-five Separate Schools, three were Protestant, eighteen Roman Catholic, and four Coloured,—a number too few to dispute about, or to have the least effect upon the progress of the Public Common School System, except to strengthen it by taking away all pretext of grievance from any quarter, and disarming opposition.

## VIII. COLLEGES, GRAMMAR SCHOOLS, ACADEMIES AND PRIVATE SCHOOLS. TABLE G.

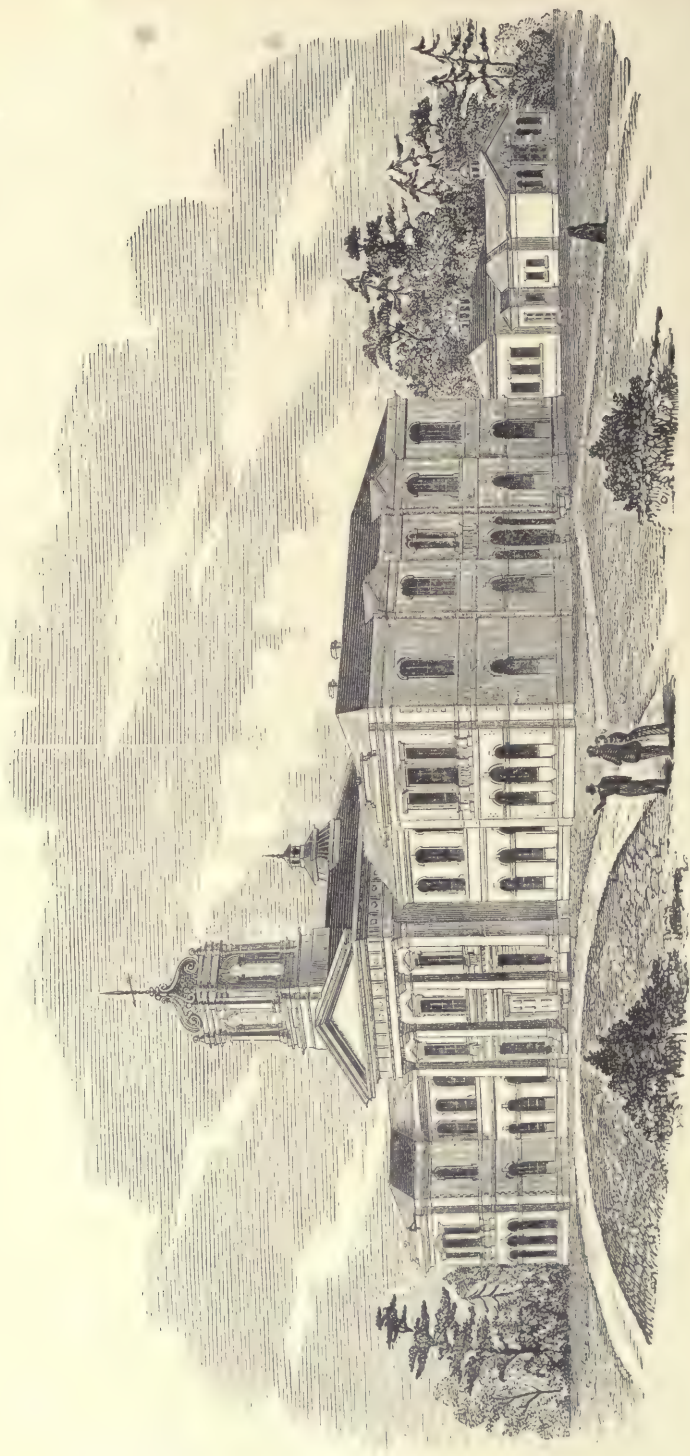
As no legal provision existed for procuring returns from Colleges, Grammar Schools, etcetera, the information respecting them, given in this Statistical Table (G) has been compiled from different sources,—some of them official. The Statistics, although incomplete, present, upon the whole, an encouraging view of the progress of all the Educational Institutions of the Country.

## IX. THE NORMAL AND MODEL SCHOOLS OF UPPER CANADA.—TABLE H.

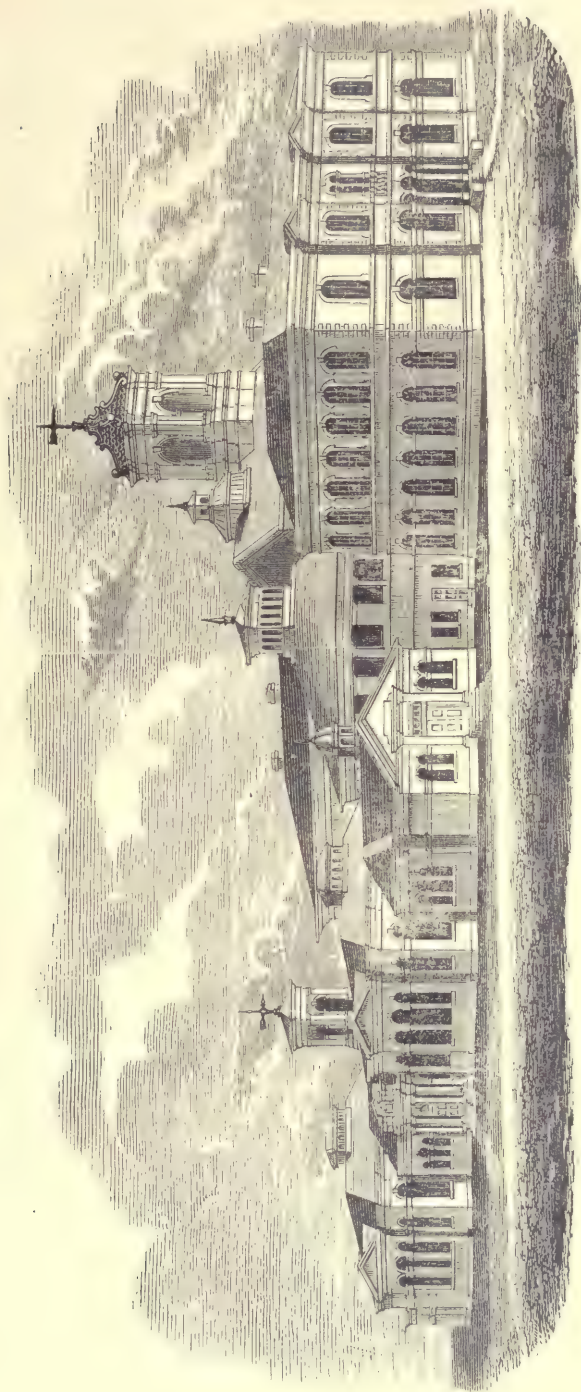
In Table H, will be found the statistics of the Normal School during each of the nine Sessions which have been held in it since its first establishment, in 1847; and Table K presents an account of the Receipts and Expenditures of the Normal and Model Schools for 1852. The Note appended to that Table furnishes a brief explanatory view of the progress and working of these Institutions.

The Buildings are completed; the Grounds have been brought into a state of cultivation; . . . The Buildings and Premises are by far the most commodious and elegant of the kind in America; nor do I know of any one establishment of the kind in Europe which embraces all the conveniences and appendages connected with this. Yet the purchase of the ground (a Square of nearly eight acres), preparation and first year's culture of it, and the erection and completion of the Buildings, have cost only about Twenty-five thousand pounds, (£25,000 = \$100,000).





THE NORMAL, AND MODEL SCHOOL BUILDINGS, TORONTO, ERECTED IN 1851.



THE EDUCATION DEPARTMENT AND NORMAL AND MODEL SCHOOLS, TORONTO,

Showing the Chief Superintendent's Office in the south-west angle of the Main Building.



The constant increase of Student-teachers at the Normal School, the notices by the Press of their public half-yearly Examinations, and the demand for Normal School Teachers in every part of Upper Canada, sufficiently evince the success and importance of the Institution. I have sought to ascertain how many Teachers trained in the Normal School are now engaged in teaching, and have given the approximate result in Table D, as 267; but I have been able to succeed very partially, as the only means of information was the personal knowledge of Local Superintendents,—the Teachers trained in the Normal School obtaining, until 1853, their Certificates of Qualification from County Boards, the same as other Teachers, and not distinguished from them.

There is now but one opinion among all classes as to the great importance and advantage of Teachers being trained, in order to being properly qualified for their profession.

#### X. STATE AND PROGRESS OF EDUCATION IN UPPER CANADA.—TABLES K AND L.

Table K, presents a Statistical View of the results of the Common School System of Upper Canada since 1846; and Table L exhibits the State of Education in Upper Canada, as connected with the Colleges and Schools of every description, in the years 1842, 1847, 1851 and 1852—embracing a period of ten years—and during which, it will be seen, (although there was no increase in the Legislative appropriations), there has been an advance of more than one hundred and fifty per cent. in the number of pupils attending Schools, and the means provided for their support; besides great improvement in the Text Books used in the Schools; the length of time of keeping the Schools open; the character and furniture of the School Houses; the qualifications of Teachers, and methods of instruction.

#### XI. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS AND BOARDS OF SCHOOL TRUSTEES.

In Appendix A, I have given extracts from the Reports of Local Superintendents and Boards of School Trustees in the several Municipalities. These extracts furnish the best practical exposition that I can present, of the actual workings of the Common School System among the people; the obstacles it encounters; the triumphs it is achieving; the wants of the people, and the noble efforts they are almost everywhere making for the education of their children; the value of Local Inspectors of Schools and of the County Boards for the examination of Teachers; the appreciation and success of Normal School Teachers; the amazing improvement of the Schools in Cities, Towns and Villages,—in which, a few years since, there was scarcely the semblance of a good Common School House, or respectable Common School; but in which are rising up, as if by magic, commodious and well-furnished School Houses, with excellent Teachers, becoming the resort of the children of all classes of citizens. I know of nothing equal to the progress of the Common Schools in our Cities, Towns and Villages since 1850.

#### XII. RECENT AMENDMENTS OF THE SCHOOL LAW OF 1850.

The School Act of 1850 professed to lay the foundation of a General School System, repealing all preceding School Acts, and containing many provisions which had not been introduced into any previous Statute. Some of these provisions are general, adapted to an abnormal state, and to be filled up, or modified, as experience and the progress of the School System might suggest. The School Act of 1850, although a great improvement on former Acts, was not, in my opinion, the best that could have been devised, but it was the best the Country was prepared for at the time. It has been alien to my views and feelings to attempt to force the results of any School Legislation upon the Country. Although, in my first Report on "a System of Public Elementary Instruction for Upper Canada," published in 1846,\* I explained all the principles, and

\*This Report is printed on pages 138-211 of the Sixth Volume of the Documentary History.

elements and provisions which appeared to me to be essential to an Efficient System of Education, I have not attempted to introduce any one of them faster than I believed they would be accompanied and sustained by the convictions and feelings of the public mind. To create and diffuse a sound public sentiment on the educational interests and duties of the Country, has been the leading object of the *Journal of Education for Upper Canada*, since its establishment in 1848. Such was the object of some of the provisions of the School Act of 1850,—especially the one which required the annual discussion and decision of a Public Meeting in each School Section, as to the mode of providing for the support of the School, whether by School Rates, or by Rate-bills on pupils. Had the law limited to either method the mode of defraying the expenses of the Schools, the results would not have been beneficial. To have made Rate-bill Schools the law, would have been to make the Schools stationary, and leave one half of the population uneducated. To have made Free Schools the law at that time, would have been in advance of the convictions of the public mind, and would have resulted in reaction and defeat. But leaving it a question for annual decision in each School Municipality, opened the widest field for discussion and experiment; the process of which would, of course, be attended with many inconveniences, but would result in the diffusion of useful knowledge, the elevation of public sentiment, the awakening of generous philanthropy, and the establishment of the just, the true, the patriotic. The nature of this struggle is betrayed in the extracts of the Local School Superintendents' Reports referred to, and the issue of it is clearly foreshadowed. The opinions expressed in County School Conventions, held throughout Upper Canada during the early part of this year, and which I attended, show how deep and wide-spread is the conviction, that, to make Upper Canada a Country of educated people, we must make it a Country of Free Schools.

Three years' experience by the Country, has tested the School Act of 1850; and while that experience has fully vindicated and established its general principles and provisions, it has, at the same time, shown what additions and modifications were required to improve the details. To provide for these felt necessities, and as the result of large consultation the "Act Supplementary to the Common Schools Act of Upper Canada" was passed in June of the current year, providing greatly increased facilities for Municipal Councils, Trustees, and Local School Superintendents, in the performance of their duties, simplifying some provisions [of the School Act of 1850], enlarging others, and adding considerably to the financial School appropriations for Upper Canada.

As a partial response to the growing convictions of the Country in favour of Free Schools, the Thirteenth Section of the Supplementary Act of 1853 (while it provides for the establishment of Free Schools), prohibits the imposition of any Rate-bill "exceeding one shilling and three pence per month for each pupil attending the School." The imposition of a Rate-bill at all, depends upon the vote of the majority of the freeholders and householders present at the Annual Meeting, or at a Special Meeting called for that purpose. The sum, or sums, required to defray the expenses of a School over and above the amount of this small Rate-bill and the School Fund apportionment, must be provided by a rate on all the taxable property of the School Section. It is not, therefore, possible to impose high Rate-bills as in former years and thus embarrass Trustees, and even shut up the Schools,—as was done in [the City of Toronto in 1848].\* The discussion of the question is divested of much of its asperity and inconvenience, by being narrowed to the simple alternative of imposing, or not imposing, a Rate-bill of one shilling and three pence, or less, per month for each pupil attending the School.

Here also is afforded the fairest opportunity of testing, by experience, the question, as to whether the imposition of the smallest Rate-bill is compatible with the universal education of youth; or whether it will not be the means of leaving, untaught, great numbers of that very class of the population to whom it is most important and necessary to hold out every possible inducement to attend the Schools. I am persuaded,

\*See pages 67-74 of the Eighth Volume of the Documentary History.



that, in the course of a single year, or two years at most, a sufficient number of facts—from actual experiment—will be collected to set at rest the question of a Free, or Rate-bill, School, under any conditions, and to justify final legislation on the subject. The stoutest opponents of Free Schools cannot but admit the fairness of thus giving their cherished system of Rate-bills the most advantageous trial that they can ask for it. Of the results of this experiment of Rate-bills, in comparison with Free Schools, I have no doubt. It will surely be to sever forever the elevating agency of education from the degrading brand of pauperism,—to educate no child as a pauper, and a neighbourhood charity, but to educate every child as a free citizen, and upon the ground of natural right and public duty,—to inflict upon no child the curse of ignorance on account of his misfortune of poverty, but to soften the ruggedness of his lot, and lessen the sorrows of his lonely condition, by giving him the chartered rights of free access to streams of untaxed knowledge;—in one word, to make the light of knowledge as free as the light of heaven, and develop the entire intellect of the Country, as the true means of developing its entire wealth, and achieving its noblest destination.

The Cities of Toronto and Hamilton, several Towns and Villages, and nearly one thousand School Sections, have unfurled the banner of Free Schools, with the motto inscribed—"Education for all at the expense of the Property of all;" and they are already presenting the first fruits of a principle so sublime, and a spirit so patriotic, in the erection of noble School Houses and the organization of thronged Schools, whose periodical examinations are already becoming epochs of lively interest in the annual history of their Municipalities. What is taking place in our chief Cities will, I trust, be witnessed in the remotest Municipalities of Upper Canada,—the children of "the rich and the poor meeting together," and under the protection and blessing of God, "the Maker of them all;" imbibing the first elements of knowledge at the same fountain, commencing the race of life upon equal terms, and cultivating feelings of mutual respect and sympathy, which, while in no respect, intrude upon the providential arrangements of order and rank in society, divest poverty of its meanness and its hatreds, and wealth of its arrogance and its selfishness.

### XIII. THE ESTABLISHMENT OF PUBLIC SCHOOL LIBRARIES.

Public School Libraries constitute the last branch of the System of Public Elementary Instruction that remained to be established; and this has been accomplished since the publication of my last Annual Report.

To establish these Libraries upon the right foundation, and in a manner best calculated to render them permanently successful, required much deliberation, care, and preparatory labour. In the noble example of those States of the neighbouring Republic, in which Public School Libraries have been established, I have found much which I thought should be avoided and not imitated. In all their Systems of Public School Libraries, there is one principle which I think is essential, and which should invariably be adhered to,—that is the principle of granting public aid upon the condition of local exertion, and of making the bestowment of the former, instrumental in the development of the latter. But, in addition to the recognition of this principle, I have deemed it essential in a National System of Public School Libraries, to provide for the accomplishment of the following objects:—

1. The prevention of the expenditure of any part of the Library Fund in the purchase and circulation of Books having a tendency to subvert public morals, or vitiate the public taste.
2. The protection of local parties against imposition, by interested itinerant Book Vendors, in regard to both the prices and character of Books introduced into their Libraries.
3. The placing of the remotest Municipalities upon an equal footing with those adjoining the Metropolis, in regard to the terms and facilities of procuring Books, with

the single exception of their transmission, which is now becoming safe and easy to all parts of Upper Canada.

4. The selection, procuring and rendering equally acceptable to all the School Municipalities of the Land a large variety of attractive and instructive reading Books, and that upon the most economical and advantageous terms.\*

5. The removal of all restrictions upon local exertion, either as to the sums raised, or the manner of raising them, whether in a School Section, or Township, or County, and the encouragement of such exertions by proportioning, in all cases, the amount of public aid to the amount raised by local effort.

These objects I have endeavoured to keep steadily in view; and the measures I have adopted to accomplish them, will be found detailed in the copies of Correspondence and papers contained in [Chapter X of the Documentary History]. The measures include:

1. My proceeding to Great Britain and the United States, and the arrangements I made there for procuring books upon the most advantageous terms. See Correspondence [on pages 97-99 of that History].

2. I visited the various Counties of Upper Canada, and conferred publicly in each of them on the subject, in 1853, and thus ascertained the views and wishes of all parties concerned. . . .

3. The principles on which Books have been selected for the Libraries, the Regulations for their management, and the Circulars explanatory of the conditions and modes of their establishment adopted in 1853, will be given in my Annual Report of next year.

Such are the steps which have been carefully pondered, and successively taken, for the establishment of this last, and in the judgment of many, most important branch of our System of Public Elementary Instruction; and under the operations of which, all the Municipalities of Upper Canada will, I have no doubt, be supplied in the course of a few years, with cheap reading in every department of useful and entertaining knowledge.†

#### XIV. GENERAL REMARKS ON THE SCHOOL SYSTEM OF UPPER CANADA, 1852.

The whole of our System of Elementary Instruction being now developed and brought into operation, it may be proper to make some remarks, in explanation of its General Principles, and in justification of certain of its Provisions against opinions

\*The following is the extract of a Letter from a highly-intelligent Gentleman in the City of New York, [to Doctor Ryerson], dated February 22nd, 1854:—

"You will permit me to add, that I regard that feature in your enterprise, which places the selection of Library Books for the people in the hands of an intelligent organ, [i.e. The Council of Public Instruction], whose judgment is final, is far in advance of the state of things among us; except in Indiana and recently in Ohio,—where, I think, the same plan has been adopted. With most of our States, which have appropriated Funds for Library Purposes, the selection of the Books is left to Trustees appointed by the different School Districts,—many of whom are not qualified for their work; and consequently, the travelling Pedlars, who can offer the highest and most showy Books, at the lowest price, do the principal part of furnishing the School Libraries.

†In an Address before the Connecticut State Teachers' Association, by Doctor Charles William Elliot, President of Harvard University, in 1902, he thus referred to evil effects of the sensational items in Newspapers, and of the pernicious class of Books to be found in many Public Libraries: . . . "The nature of the daily reading matter supplied to the . . . public affords much ground for discouragement, in regard to the results thus far obtained by the Common Schools." . . . He also refers to the "thousands of ephemeral reading matter, which is not good in either form or substance," scattered far and wide over the Country. See also remarks on this subject on page 294 of Volume X. of the Documentary History.



hostile to it, which have been made upon certain details of the School System from different quarters.

For the "Sketch of the System of Public Elementary Instruction in Upper Canada," which I have appended, [and which appears in the Documentary History]. In addition to this Sketch, I may observe that:—

1. Our System of Public Elementary Instruction is founded on the voluntary co-operation with the Executive Government of the local Municipalities,—the Members of whose Corporations are elected by the Freeholders and Householdors. Edmund Burke has well said, that it is the first problem in legislation to determine "What the State ought to take upon itself to direct by public wisdom, and what it ought to leave, with as little interference as possible, to individual exertion." In our System of Public Instruction, the Legislature does not levy a farthing of School Taxes. These are exclusively levied by the local Municipalities, over whose proceedings no compulsion, or other influence, is exercised, than the offer of pecuniary assistance, on the condition of local exertion. There is, therefore, no such thing as a State School Tax in Upper Canada,—all the Rates for School purposes being levied by the local Municipalities.

2. The standard of the qualifications of Teachers is determined by Provincial authority; but the direct and immediate management of the Schools is by the people themselves, through their selected School Trustees.

3. The youth of all classes of the population have equal access to the advantages of the Schools; the Religious Faith of all is equally protected; and the interests of all equally consulted.

4. Our System of Public Elementary Instruction is, therefore, strictly popular and national. The people voluntarily tax themselves for its support; they manage the Schools themselves; the Department of Public Instruction is an agency to assist their exertions, not to supersede them. The mere working of the System is a powerful means of popular education,—training the minds of the people to thoughtfulness and providence for their offspring; to proper standards of thinking on public questions; and to the best modes of action in regard to the highest social interests of man.\* Executive compulsion is alien to the School System; it is a Country educating itself; and, in its workings, are witnessed all the struggles and triumphs characteristic of a popular progressive civilization.

#### XV. REPLY TO CERTAIN OBJECTIONS MADE TO THE UPPER CANADA SCHOOL SYSTEM.

I will now advert to some objections which have been made to the School Law and the existing School System of Upper Canada:—

##### 1. *Objections of certain opposers of the Separate School Clauses of the Law.*

The first objections which I shall notice relate to that feature of the School Law which permits, under any circumstances, the establishment of a Protestant, or Roman Catholic, Separate School.

On the theory involved in this provision of the law, or on the policy of introducing it in the first place, in 1841, I have nothing to say. But, it is my deliberate and decided opinion,—greatly strengthened by the experience and observation of the last year, or

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\*In a recent Address by Doctor Charles William Elliot, (who has been President of Harvard University, Massachusetts, since 1869), in a recent Address in 1902, before the Connecticut State Teachers' Association, held, that the Public School had hitherto failed to do what Doctor Ryerson here considered to be one of chief object and purpose of the Elementary Schools of Upper Canada. Doctor Elliot said:—"Our disappointments with popular education" . . . . . as illustrated by "public adult life in America" is "a lack of reasoning power on the part of the majority of the people." He very justly insisted upon much greater attention being constantly given to "the mental and moral training of children," and that they should be systematically "taught to think."

two,—that the abolition of this provision of the School Law would greatly impede the advancement of the Public School System, and do injury to all parties concerned; and I entreat every friend to the continued and unparalleled prosperity of that School System, to abstain from all agitation and opposition against the provision of the School Law for Separate Schools. I think it necessary, and but respectful, at the same time, to give reasons for this opinion and counsel.

1. Let it be observed, that it is only when the Teacher, or Teachers, are Roman Catholics, that a Protestant Separate School can be established; and only when the Teacher, or Teachers, are Protestants, that a Roman Catholic Separate School can be established. When once established, each such School can be continued, as long as the parties establishing it shall comply with the requirements of the Law.

2. This provision for Separate Schools was introduced into the School Law in 1841, and has been continued in each of the four School Acts of 1843, 1846, 1847 and 1850, which have since been passed by the Legislature.

3. This, and all the other provisions of the School Law, have been considered from time to time, as unconnected with party politics, or political parties. It is a singular fact, that four of the five School Acts by means of which our School System has been thus far developed and sustained, were brought into the Legislature, and passed, under the auspices of four different Administrations of Government. Especially in 1850, when the whole School Law underwent the most careful scrutiny and revision, and was placed upon its present foundation, it was agreed by the Honourable Francis Hincks and by other leading men of different political parties, that the interests and politics of parties should not be allowed in any way whatever to influence the consideration and interests of the School System. To this fact, and to the influence of the noble example thus given, upon the Country at large, is our School System largely indebted for its unrivalled success. I deprecate any departure from such a course; I deprecate making this, or any other provision of the School Law, a political party watchword, or a "plank" in a political party "platform." The bitterest enemy of our School System could not devise a more effectual method of impairing its usefulness and impeding its progress, if not ultimately subverting it altogether, than by drawing it into the vortex of political partizanship, and engulfing it in the whirlpool of political passions and sectarian animosities.

4. It is at variance with the principles of sound Legislation and government to deprive any class of persons of any rights, or privileges, (whether rightly or wrongly conferred in the first instance), from possession of which no public evils or wrongs have resulted. Now, no evils have resulted, or are likely to result, from the legal provision for Separate Schools. Though this provision has been in existence twelve years, the number of Separate Schools, both Protestant and Roman Catholic, never exceeded fifty. According to the last official returns, their number is only twenty five, of which four are Coloured, three are Protestant, and eighteen are Roman Catholic. Were they twice as numerous as they are, they would not affect the general operations and success of the School System. That System never had so strong a hold upon the public mind, and never was so prosperous, as at the present time. If the existence of the provision of the law for Separate Schools has not subverted, nor weakened, nor impeded the progress of the School System during twelve years of its infancy and weakness, it is unreasonable to suppose that that provision will endanger the System now that it has acquired strength and maturity, and is becoming interwoven with the warmest sympathies and dearest interests of the people generally.

5. The existence of this provision for Separate Schools, while it is practically harmless to the School System, prevents opposition and combinations which would otherwise be formed against it. Were there no such provision, how easily could the whole of one large Religious Persuasion be wrought up into vehement opposition to the



whole School System; how readily would individuals, and small sections of other parties of the community, unite with such an opposition upon similar grounds, but with opposite objects in view, how promptly would a large number of persons in every County, opposed as they are, upon selfish grounds, to all School Rates on Property, rise up, under the pretext of religious zeal against "state schoolism"? In such circumstances the School System would be in danger, if not speedily overthrown. The existence of the provision for Separate Schools averts such opposition, and renders such combinations impossible; it furnishes a safety valve for the explosion and evaporation of those feelings which would otherwise be arrayed against any National School System. The exemption of our School System from such opposition, and combinations for its subversion and overthrow, has no doubt contributed to its more rapid growth and wider success.

6. The existence of the provision for Separate Schools has, in my opinion, averted, and does avert, evils from other parties—parties among whom the few Separate Schools chiefly exist. We have only to look at other States and Countries to find examples of prohibition, by ecclesiastical authority, of the youth of a large portion of the community from attending the Public Schools at all, because of their alleged "danger to Religious Faith and Morals;" and in consequence of such prohibition many thousands of youth have been seen growing up deprived of all school education;—it being maintained that it is better for our youth to grow up without ability to read, or write, than to have their religious faith corrupted, or endangered. From official intimations given, there is every reason to believe that such prohibitions would be made in Upper Canada, as they have, indeed, been made in several places. The result would be the growing up amongst us of many thousand youth wholly uneducated, and inveterately hostile to their fellow citizens of other Religious Persuasions. But, with the provision in the School Law for the establishment of Separate Schools, these Ecclesiastics who prohibit the youth of their flocks from attending the Public Schools, are morally and literally compelled to see them provided with other Schools; and where they neglect, or fail, to do the latter, they cannot honourably prohibit their youth from the advantages of the former. Thus does this provision of the School law afford protection, as well as a means for securing to great numbers of youth a school education, of which they would otherwise be deprived.

7. Religious minorities in School Municipalities of Lower Canada have the protection and alternative of a Separate School; and those minorities, (being there chiefly Protestants), attach importance to this provision. Religious minorities in Upper Canada, whether Protestant, or Roman Catholic, cannot be fairly denied that relative protection, or right, which, under the same Legislature, they enjoy in Lower Canada.

8. The most, and in my opinion only, effectual way of causing the ultimate discontinuance and abandonment of Separate Schools is to retain the existing provision of the law on the subject. That provision secures all that is granted to the dissenting minority of any Municipality in Lower Canada,—all that can be equitably asked for by such minority in any Municipality of Upper Canada. I do not think the grounds on which the Separate Schools are established, are valid; I do not think there is any reasonable necessity for such Schools; I think the law provides amply for the protection of the Religious Faith and Morals of all classes in the Public Schools; I think those who establish Separate Schools voluntarily and needlessly place themselves and their children at a disadvantage in regard to the sound education of their children, and in relation to the community at large; I think it is impossible to make, as a general rule, the Separate Schools as efficient and cheap as the Public Schools; I think no other Schools can stand long in competition with the Public Free Schools, especially in our Cities, Towns and Villages. But it is for the parties concerned to judge of their own interests and inclinations, not me. I am persuaded that nothing but actual experiment will satisfy them; and I am equally persuaded that that experiment, the longer and more

extensively it is tried, will produce only the deeper and wider conviction as to the disadvantage and inexpediency of Separate Schools. Experience and observation will teach the parties concerned that their fellow-citizens of other Religious Persuasions are not the unbelievers and dangerous characters they are represented to be; that they have more interests and feelings in common with them than in opposition to them; that the tendencies of the age, and of all the institutions and enterprises of our Country, are to co-operation and union among all classes of citizens, rather than to isolation and estrangement from each other; that there is no part of the civil and social economy in which this general co-operation and unity are most important and advantageous to all parties, than in the mental development of the whole youthful population of the Country, and the diffusion of general knowledge; that, as all situations of public trust and emolument in our Country are directly, or indirectly, depending upon the elective voice of the people, every man is inflicting an injury upon his children who seeks to isolate them from that acquaintance and intercourse and community of feeling with their fellow-citizens, which, in the very nature of things, is necessary to secure general confidence and favour. These silent and natural, but powerful, influences and obvious considerations will be more decisive and effective, as to the multiplication and perpetuation of Separate Schools, than all the arbitrary legislation that can be invoked on the subject. The burdens and disadvantages which are voluntarily embraced and self-incurred cannot be complained of as a grievance, and will not be long regarded as a privilege.

9. But it has been objected that, by the Fourth Section of the Supplementary School Act, passed in June, 1853, a new principle has been introduced in regard to Separate Schools, and the Public School System is thereby endangered. The fact of the objection is true, but the inference is false. The new principle introduced is that which places the Public School System beyond the reach of danger, instead of compromising it. This new principle is included in a fourfold provision:—

*First*, That no Municipal authority shall be employed, or Municipal tax be applied, as heretofore, in support of any Separate School.

*Secondly*, That whatever is raised by local rate for the support of a Separate School must be levied and collected by and from the parties of the Religious Persuasion establishing and sustaining such School.

*Thirdly*, That these parties must individually tax themselves for their School in sums equal to what they would have to pay as a tax to the School Fund of their Municipality; and on this condition alone, and only as long as they fulfil it, are they exempt from the payment of the Public School Tax.

*Fourthly*, That the parties supporting Separate Schools are not permitted, as heretofore, to interfere in the elections and affairs of the Public Schools. Now every candid person must admit that by these provisions the Public School System is placed upon a firmer and safer foundation than heretofore, while the grievance alleged by the supporters of Separate Schools is effectually removed. They demanded to share, not merely in what was held to be the legal School Fund,—namely, the Legislative School Grant, and an equal sum raised by local Municipal Assessment,—but in all moneys raised for School Purposes; and complained that they were taxed and had to pay moneys in the advantages of which they could not participate. The Fourth Section of the Supplementary School Act of 1853 says, in substance, “very well, you shall not be required to pay any Public School Tax at all as long as you choose to separate yourselves from the Public Schools; but you shall not share in any Municipal Assessment for Public School Purposes; you shall not interfere in Public School Elections; you must tax yourselves in sums equal to those of the required Public School Tax, and, so long as you do so, so long can you be exempted from the payment of such tax.” In regard to this Fourth Section of the Supplementary School Act, let it, therefore, be understood:—



*First*, That no Separate School can be established, or continued, than on the conditions, and under the circumstances, specified in the Nineteenth Section of the School Act of 1850, and which Section is the same as the corresponding Sections in the Schools Acts of 1841, 1843 and 1846.

*Secondly*, That no part of any Municipal Assessment can be applied, and no Municipal authority, or Officer, can be employed, to collect rates for the support of Separate Schools,—a great improvement in the School Law as it has hitherto existed on this subject.

*Thirdly*, That if any persons, whether Protestant or Roman Catholic, demand a Separate School in the circumstances under which it may be allowed, they must tax themselves for its support, and they must make Returns of the sums they raise and the children they teach,—a Regulation not before required, but rendered necessary in order to make out the School Assessment roll, and to determine the Collector's duties, as also to know whether the children reported are of the Religious Persuasion of the Separate School,—a Regulation required half-year of all Trustees of Public Schools in respect to the attendance of children at School; and upon the basis of the Returns thus required is the half-yearly School Fund distributed.

*Fourthly*, That Separate Schools are subject to the same inspection as other Common Schools.

*Fifthly*, That all ground and semblance of complaint of injustice is taken away from the supporters of Separate Schools while they can no longer employ Municipal authority and Municipal Assessments to sustain them.

*Sixthly*, That the supporters of Separate Schools cannot, as formerly, interfere in the Public School Elections, while the supporters of the Public School cannot interfere in the Elections of the Separate Schools. If, then, Separate Schools have not hitherto endangered our School System, there is still less danger of their being able to do so under the Supplementary School Act of 1853, the provisions of which put it out of the power of any opposers to shake the foundations of the Common School System, or to get up a plausible pretext of agitation against it on the plea of Religion or justice. The withdrawal of a few persons here and there from the support of the Public Schools will scarcely be felt by the people at large,—even in a pecuniary sense,—while a disadvantage will be with the separatists; and the supporters of the Public Schools in such localities will have the advantage of promoting the interests of General Education, free from the impediments of internal discord and opposition.

10. One other allegation has been made, calculated to excite prejudice and opposition against the Fourth Section of the Supplementary School Act of 1853, in regard to Separate Schools. It has been represented as a party concession to ecclesiastical demands and Lower Canada influence. I am able to assert, from personal knowledge, that no part of that Section was dictated, or suggested, or modified, by any public man of Lower Canada. I can also affirm that it was prepared by myself, and submitted to the consideration of the Government, without previous consultation with any Member of it on the subject; and I constructed it according to what I had previously stated in an Official Correspondence, which was approved by those who have most objected to this provision of the Act.\* The responsibility of others, whether Ministers of the Crown

\* "It is possible that the Legislature may accede to the demands of individuals praying, on the grounds of conscience, for unrestricted liberty of teaching; exempting them from all School Taxes, with a corresponding exclusion of their children from all the Public Schools and leaving them perfectly free to establish their own Schools at their own expense; but I am persuaded that the people of Upper Canada will never suffer themselves to be taxed, nor the machinery of their Government to be employed, for the building and support of Denominational School Houses, any more than for Denominational Places of Worship and Clergy." (Letter of the Chief Superintendent of Education for Upper Canada, to the Right Reverend Doctor de Charbonnel, Roman Catholic Bishop of Toronto, dated March 13th, 1852.)

or private Members of the Legislature, was in sanctioning substantially that which was submitted to them; and in what I submitted I yielded to no other influence than of a simple desire to give effect to already existing legal provisions for Separate Schools, in such a way as would leave to the supporters of such Schools not the slightest reasonable pretext of complaint, and yet maintain, unimpaired and secure, the great principles and interests of the Public School System. I make these remarks, not with a desire to relieve any Public man from his just share of responsibility in regard to the School Law, or to object to the freest expression respecting it, but to prevent it from being brought into the arena of party politics,—an occurrence which I should regard as most calamitous in the progress of our School System.

11. Upon the several grounds, therefore, thus stated, I think the existing provisions of the law respecting Separate Schools should be allowed to remain in the Statute Book, as most promotive of the stability, success and general interests of the Public School System in the existing state of society. In the efficiency of that System I have as deep an interest and concern as any other person in Upper Canada, and am, perhaps, as favourably situated for judging as to the real impediments to its progress; and such is the suggestion I felt it my duty to offer.

## *2. Objections of Certain Advocates of Separate Schools.*

I now address myself to a brief notice of objections from an opposite quarter,—objections from some of the promoters of Separate Schools, who, not content with the existing provisions of the School Law, (with which, nevertheless, they had heretofore expressed themselves fully satisfied), are demanding further modifications; and, as they have intimated, an intention of bringing this Separate School Question again before the Legislature, it is proper that I should notice it, that the Members of the Legislature, and the public at large, may fully understand the nature and grounds of the recent and proposed movements.

1. It is alleged as a reason for the fewness of the Separate Schools that unreasonable obstacles are opposed to their establishment by the provisions and administration of the School Law. On this allegation I remark that the time and mode of organizing a Separate School Section, with the single and only difference that the application of twelve resident heads of families of the Religious Persuasion of the Separate School desired is necessary to its establishment; and this application is imperative on the parties to whom it is addressed. The application of persons for alteration of a School Section, and a formation of a new one, may, or may not, be complied with, according to the pleasure of the Body addressed; but an application, according to law, from twelve heads of families in a School division for a Separate School, cannot be refused; and there is no mode of procedure required for the election of the Corporation for a Separate School; which is not required for the election of the School Corporation in every Common School Section in Upper Canada. The annual elections in both classes of Sections are conducted in the same manner and at the same time. There is, therefore, not the slightest foundation for the allegation referred to. The statement, too, that the law is administered to the disadvantage of Separate Schools is as equally unfounded. In every instance, with one or two exceptions, where complaints on this subject have been made, it has appeared that the complaining parties have neglected to pay any regard to those simple and necessary provisions of the Law by which School Sections of all kinds are established; and then, when their expectations and wishes are not realized, they ascribe the failure, not to their own irregular mode of procedure, but to the hostility of the Administrators of the law. The Correspondence of this Department will show how much pains have been taken to point out to these parties their mistakes, how they might be avoided or retrieved, and how all the advantages of the School Law could be secured to them. Before the least credit is given by any Member of the Legislature to such imputations upon the administration of the School Law, let the cases on which they



are based be specified, and let the Official Correspondence of this Department respecting them be called for; and I am persuaded that every candid man will be satisfied that all such imputations are not only groundless, but the very reverse of truth and justice.

2. It has also been objected to make the required Statistical Returns to the local Municipal Authorities, and a desire has been expressed to make such Returns to the Chief Superintendent of Education also, and receive directly from him, acting under the orders of the Governor-General-in-Council, the apportionment and payment of moneys to Separate Schools. This would be placing Separate Schools in a different position from any other Schools, would virtually exempt them from all inspection, and their Returns from all inquiry as to the fairness of such Returns, or of the comparative half-yearly average Returns of the attendance of pupils at the Public and Separate Schools, without going and examining the Register of the Schools and the modes of keeping them; nor would it be possible for him to devote the time and labour necessary to perform these duties of the Local School Superintendents, were he even able to investigate and judge of the correctness of the Returns made. Unless such Returns are made to the Local Superintendents, the Municipalities will not have the requisite data on which to make the exemptions authorized by law. Nothing can be fairer than the present system of making the Returns of both the Public and Separate Schools; and there is no reason why the only mode of securing correct Returns should not be required of the one class of Schools as well as of the other. In any possible case of difference between the local parties, arising out of these Returns, or any other questions, there may be an appeal to the Chief Superintendent of Education, and afterwards, if need be, from him to the Governor-General-in-Council.

3. It has been further objected that the apportionment of school money to the Separate Schools should be made according to the number of the Religious Persuasions establishing them, and not, as at present, according to the number of children attending these Schools. This demand involves legislating for a class, or Religious Persuasion; it annihilates individual right of choice, and places the right of every individual of a Religious Persuasion, in regard to the Public Schools, and his obligations as to the Separate Schools, at the disposal of such persons in each Municipality as may demand a Separate School; whereas the School Act provides Public Schools for all upon equal terms and under equal protection, and will separate no citizen from his rights and obligations in regard to these Public Institutions, except by his own voluntary request, and on the fulfilment, on his part, of certain corresponding conditions. The law has thus to do with individuals and individual rights, and not with Religious Persuasions or Ecclesiastical Authorities.

4. It will thus be seen that each of the three foregoing objections and demands involves directly, or indirectly, the placing of the Church above the State,—making the Agent, Tax-assessor and Collector for the former,—a policy repugnant to the principles of free government, and at utter variance with the enlightened spirit of our Country and of this age. These demands originate from a natural desire to counteract the disadvantages necessarily attendant upon the establishment of Separate Schools, and to place them in a position of peculiar advantage. But, as long as a part is less and weaker than the whole, so long must those who isolate themselves from Public Schools, and establish Private and Denominational ones, be prepared to bear additional expenses and burden for this distinction and gratification. Another reason for these demands is the new grounds on which Separate Schools are advocated. Heretofore they were only desired to meet the peculiar circumstances, or extreme cases of neighbourhoods, where religious bigotry and party spirit deprived the minority of protection from injustice and oppression; but within the last year or two Separate Schools have been demanded on the ground of theory, independent of any local circumstances, and upon the ground of avowed hostility to the principles of our whole Public School System; and in this spirit the passing of the Fourth Section of the Supplementary School Act

of 1853 was celebrated by the newspaper advocates of Separate Schools as a fatal blow to the Public School System. When, therefore, modifications in the School Law are sought for with the avowed purpose of subverting and destroying the System of Public Schools, the question assumes a new aspect and a new importance with all those who consider it the duty of the State to provide for the education of all the youth of the State.

5. It has lately been objected that injustice is done to the parties establishing Separate Schools by the present mode of distributing the School Library Grant, and it has been insisted that the Grant should be distributed to them according to the numbers of their Religious Persuasion, and not to the Township and School Municipalities, as is now done. On this objection and demand I have to remark:—

*Firstly*, That these Libraries are not established for Denominational, but for general purposes.

*Secondly*, That the utmost fairness and impartiality have been exercised in the selection of the Books, many of them being from Roman Catholic sources.

*Thirdly*, That, besides my own personal endeavour to procure as large a variety as possible of the best works, adapted to general reading, emanating from Roman Catholic as well as Protestant Authors, application was made to the Roman Catholic Bishop of Toronto, (who is also a Member of the Council of Public Instruction), for a list of historical works such as he would recommend; and the historical books thus recommended or approved by him have been inserted in the Official Catalogue.

*Fourthly*, That I have given official notice that the Trustees of Separate Schools would be aided upon the same terms as Trustees of Public Schools in the establishment of Public Libraries. These facts have been kept from their readers by the publications which have assailed the School System and myself on this subject.

6. I think it my duty to advert here to the manner in which I have myself been treated by the advocates of Separate Schools above referred to. During the whole of my administration of this Department I have known neither Religious Sect nor Political Party; I have endeavoured simply to serve my Country. The first and only official Correspondence which has partaken of a controversial character was with the Right Reverend Doctor de Charbonnel, Roman Catholic Bishop of Toronto. That Correspondence was called for, and printed by order of the Legislative Assembly; and, with a fairness characteristic of French manliness and honour, it was published entire by the principal French newspapers of Lower Canada. The effect was, I have reason to believe, a satisfactory conviction among public men generally, if not unanimously, in Lower Canada that I had fulfilled my duties in an impartial manner. But the papers of the same Religious Persuasion, published in the English language, have pursued a very different course. To those Journals I should make no allusion were they not acknowledged Organs of certain parties, and had they not been commended by Episcopal Authority to the confidence and support of a large Religious Persuasion. In regard to the course pursued by those Journals, I have to draw attention to two things.

(1) The invoking of Lower Canada interference in an exclusively Upper Canada question,—getting up discussions and petitions in Lower Canada for legislation in the school matters of Upper Canada.\* No portion of the Canadian Press is more sensitive and hostile than those Journals, and the parties they represent, against any interference on the part of Upper Canadians with the Religious and Educational Establishments of Lower Canada; and, from the beginning, I have avowed the same opinion and pursued the same course,—believing that an opposite course on the part of the inhabi-

\*See the Petitions from Roman Catholic sources in Lower Canada, on pages 104, 107, and 110 of the Tenth Volume of the Documentary History of Education in Upper Canada.



tants of either section of Canada would sever the union of the two Provinces, if not produce more serious results. Yet these Journals have commenced the example and advocacy of a course of proceeding which every friend of United Canada must deprecate, and which, if persisted in, is pregnant with disastrous consequences.

(2) These journals have not permitted their readers to see one paragraph that I have written in the Official Correspondence above referred to, but have systematically misrepresented the purport of it, have assailed me in strong terms, and still continue the demand for my removal from office. It is well known to every reader of it that the Correspondence had no reference whatever, (as represented by these Journals), to the existence, or non-existence, of Separate Schools, but simply to the proportion of moneys appropriated and raised for School Purposes, to which Separate Schools were legally and justly entitled. If, in the course of the Correspondence, I remarked upon other topics, it was known to be in reply, and in vindication of the impugned principles, and the character and institutions of the great majority of the people of Upper Canada. Then, as to my removal from office, I leave, as I always have done, to the responsible Authorities of the Country the absolute disposal of an office for appointment to which, or continuance in which, I never made a request, and which I do not wish to fill any longer than I can do so to the satisfaction and for the advantage of my Country. But I have one request to prefer in regard to myself, and one in regard to the School Law and System, to establish and extend which so much labour has been bestowed.

7. The first request is that before even the slightest credence be given to the statements of the parties referred to, the Official Correspondence of the Department may be called for, when it will be seen whether I am more entitled to the gratitude or censure of such parties.

The second request is that before the existing settlement of the Separate School Question be allowed to be disturbed, let the complaining parties specify their charges against the present provisions and administration of the law, and give the facts in support of such charges, and let a Commission or Committee of the Legislative Assembly be appointed to investigate them. I shrink from no investigation; I court every inquiry that can be made.

8. I should have passed over these attacks in silence, as I have done in regard to many others, were they not made by the Organs of certain Ecclesiastical Parties, and made with the view of demanding and obtaining further provisions for Separate Schools, and with the avowed purpose of injuring and destroying a Provincial System of Universal Education. Under such circumstances I think the objects of these parties, in regard to myself and the Public School System, should be fully understood. The attacks and efforts of these parties will not, I trust, induce me to depart one iota from that course of entire impartiality towards all Religious Persuasions and Political Parties which I have endeavoured to pursue from the commencement, and which has been repeatedly acknowledged by many distinguished Members of the Religious Persuasion of my assailants; but while I do so, it is equally my duty to guard the Public School System against all attempts to weaken and subvert it.

#### XVI. REGULATIONS RESPECTING RELIGIOUS INSTRUCTION AND EXERCISES IN THE SCHOOLS.— OBJECTIONS TO THIS FEATURE OF OUR SCHOOL SYSTEM.

1. Nothing has been elicited by the experience, observations and discussions of another year to modify the conclusions which had been adopted as to the Regulations in respect to Religious Instruction and Exercises in the Schools. I explained and remarked on these Regulations at some length in my last Annual Report. I need add but little to what I then stated. In the several petty and personal criticisms which have been published on my remarks, I have read nothing to weaken their force, or that has seemed to merit notice. All theories, which transfer to the Day Schoolmaster, between the

hours of Nine o'clock in the morning and Four in the afternoon, during five days of the week, the obligations and duties which the Holy Scriptures, the primitive ages of the Christian Church, and the Constitutions of all Religious Persuasions, enjoin upon Parents and the Clergy, must be unsound and vicious in principle, and immoral in tendency. All theories which make the State the Servant and Creature of the Church are, as all history demonstrates, degrading to the former and corrupting to the latter. All theories which leave any portion of the population without a public provision for instruction in the elements of a practical education, are at variance with the principles and ends of good government, and hostile to the rights and interests of men. All theories which compel, by human enactment, States, or communities of men, in respect to Forms and Exercises of Religion, infringe the prerogative of Jehovah Himself; trample upon the individual responsibility of man to his Maker; and involve the assumptions, on which have been based the most grinding politico-ecclesiastical despotism and cruel persecutions that have cursed mankind and crimsoned the Church of God.

2. If the right of local self-government is invested, or recognized, in an incorporated community, that right is as inviolable, in respect to the smallest School Municipality as in respect to the largest Province or State. Facilities may be provided, and recommendations may be given, as to the mode of exercising that right; but the adoption of such recommendations is at the discretion of the Municipality itself. Penalties, in the form of pecuniary losses, or in any other form, to enforce such recommendations in exercises of Religion, is an infringement of a right sacred to every man, as a moral agent, as well as to every free community. This principle is so obvious that it was recognized and acted upon in Upper Canada long before the creation of our present Municipalities, and the large discretionary powers with which they are invested. The utmost that a Provincial Board of Education thought proper to do in those days was to make the following recommendations after the passing of the original Elementary School Law of 1816:—

“(1) That the labours of the day commence with Prayer.

“(2) That they conclude with reading publicly and solemnly a few verses of the New Testament, proceeding regularly through the Gospels.

“(3) That the forenoon of each Saturday be devoted to Religious Instruction.”

3. In those days there was nothing whatever in the School Law on the subject of Religious Exercises and Instruction, about which some persons talk so much nowadays: the most intemperate and vicious characters were often employed as Teachers; there was no provision to give effect to the above recommendations, or even to put them into the hands of School Trustees; they were scarcely known, if known at all, beyond the columns of one or two of the few newspapers that were then published; no steps whatever were taken to enforce them; and every person acquainted with the state and character of the Schools of those times knows that, in not one School out of ten, if in one out of twenty, were there daily Prayers and Scripture Reading, or if Religious Instruction of any kind was practised, it was done at the option of the Trustees and Teacher of the School. Let anyone compare the above-quoted recommendations with the existing Regulations on the subject, as given [on pages 197, 198, of the Ninth Volume of the Documentary History], and he cannot fail to be impressed with the gross inconsistency of those who, although the architects and advocates of the former, are the assailants of the latter, as essentially defective and even irreligious! perhaps a more remarkable example of blind partizanship could hardly be selected; an example, I believe, little approved of, or its spirit little participated in, by any considerable portion of the community.

4. I think, however, it is desirable, in addition to the existing Regulations and recommendations, that the Council of Public Instruction should provide suitable Forms of Prayer, to be used in the Schools as may be desired by the Trustees and Teachers; and I trust that such Forms will shortly be prepared for both the Grammar and Common



Schools.\* But the use of them, as well as all special Religious Instruction in the Schools, must be at the discretion of the Parents and Trustees concerned. Compulsion on this subject is as impracticable as it is unreasonable and tyrannical. Every good man must desire the largest possible infusion of the principles, sentiments and spirit of Christianity in our Schools, and in the entire management of the Public School System; and the great improvement in these Schools in this, as well as in every other respect, is the best proof of the wisdom of the Regulations and Recommendations which have been made by the Council of Public Instruction in respect to Religious Exercises and Instruction in the Schools, and which will be found explained and vindicated at some length in the pages of the Ninth Volume of Documentary History, under the head of "Question of Religious Instruction, in connection with our System of Public Instruction."†

It is worthy to remark that although a few petitions, (proposed and recommended for signature by one or two Ecclesiastical Dignitaries), have been presented to the Legislature in favour of a Denominational System of Common Schools, not a single Member of the Legislative Assembly from Upper Canada, of any Religious Persuasion, has been found to advocate such a system,—an indication, the most decisive, of the strong and universal sentiments of the people on the subject.

TORONTO, December, 1853.

EGERTON RYERSON.

\*This was done some years later, and the forms for Morning and Afternoon Prayer were printed on neat cards.

†The London Times of September 29th, 1853, in an editorial article in defence of the Religious Regulations of the National System of Education in Ireland, which have been adopted in Upper Canada, makes the following unanswerable remarks:—

"A sound moral and literary instruction is secured without the danger of sectarian collision; and opportunities are afforded to the Ministers of the different Creeds of providing for the spiritual wants of their respective flocks. It is constantly asserted that purely secular education is unbecoming to Christians, and that conscientious Clergymen cannot, with propriety, afford it their countenance and support. The answer to such objections is,—firstly, that of expediency, such being the only system capable of comprehending the entire mass of the people; secondly, that it rests with the Ministers themselves whether those of their own creed are at other times duly provided with Religious Instruction, or not; and thirdly, a reference to other institutions, to the proceedings of which the most scrupulous Churchmen have never taken exception; for, if inquiry is made into the course pursued at Eton and others of our Public Schools, it will be found that the instruction provided in the regular school hours is, with the exception of the reading of the Greek Testament, for one hour in the week, purely secular, and that the Religious Instruction is entirely left to the Tutors in those Houses where Boys live, and who are at liberty to take their own time and method of imparting such instruction. In point of fact Religious Instruction is not, at Eton, part of the general school business. This may be right, or wrong, but there certainly is in its practise a considerable similarity to the plan of Irish National Education. We never heard of Clergymen having conscientious scruples to the Eton system of education; why should they object so violently to a very similar proceeding in Ireland?" . . .

"A strong effort has been recently made in some parts of our Country by the leaders of one Religious Persuasion to withdraw a portion of the Public School Money from the general fund, and appropriate the same to establish Schools distinctly for their own children, where their own peculiar Religious Tenets may be more prominently presented. Moral and Religious Instruction is necessary to sound education. Our Schools will fail of producing the results expected of them, unless such instruction is there given. Knowledge is indeed power; but, unChristianized, it is often to curse as well as to bless. The ends of the government, therefore, require that Religious Instruction should be given in our Public Schools. Yet it must be remembered that the relation of man to God is a private, personal, and sacred obligation. It is usurpation in Government to interfere in this relation, except so far as is necessary, in its own proper administration, and in preserving inviolate the rights and privileges of all the governed. It is the duty of School Committees to guard the Religious Instruction in our Schools from degrading into sectarianism, or becoming such, as to give any Christian, whatever may be his Religious Tenets, just cause of complaint. The text should be: "Thou shalt love the Lord thy God with all thy heart, and thy neighbour as thyself." To those, whoever they may be, who desire more specific sectarian instruction in the Schools, or the establishment of distinct Schools for different Denominations, the simple answer is, you must afford that instruction, and maintain those Schools yourselves; Government can support only those Schools and afford that instruction, which is free and appropriate to all within its jurisdiction. Our Public Schools are free to the children of foreigners, equally with those of our own citizens. But the whole character of the instruction given must be such, and such only, as will tend to make the pupils thereof American Citizens and ardent supporters of American institutions. The very moment this principle is infringed upon, and distinct Exclusive Schools are established, for any specific purpose whatever, our School System, which has given to our Country its strength, is broken up and its glory and usefulness departed."—Annual Report of the Public Schools of Boston for 1853, pages 19-20.

## PAPERS ON THE SCHOOL SYSTEM OF UPPER CANADA, 1852.

- I. THE SPIRIT IN WHICH THE PRESENT EDUCATIONAL MOVEMENT SHOULD BE DIRECTED: BY THE CHIEF SUPERINTENDENT OF EDUCATION.
- II. ORIGIN OF THE PRINCIPLE OF FREE SCHOOLS IN UPPER CANADA: BY THE CHIEF SUPERINTENDENT OF EDUCATION.
- III. PROGRESS OF EDUCATION IN UPPER CANADA.—EXTRACT FROM LORD ELGIN'S DESPATCH TO THE COLONIAL SECRETARY, DECEMBER, 1852.

As a fitting sequel to the foregoing Report of the Chief Superintendent of Education for 1852, I insert the following explanatory Papers by him (Numbers I and II), relating to the growth and expansion of the School System of Upper Canada in the early Fifties:

## I. THE SPIRIT IN WHICH THE PRESENT EDUCATIONAL MOVEMENT SHOULD BE DIRECTED.

1. I desire to refer here to the spirit and manner in which the new educational movement in Upper Canada should be conducted, the School Law having been recently amended—

That an important era has arrived in the history of our educational operations, is a gratifying and encouraging fact. The spontaneous adoption of the principle of Free Schools, in the minds and feelings of the people of the School Sections, generally, is a striking proof of the singular adaptation of that System to the wants and wishes of the Country, in regard to the diffusion of popular education. The practical application of the Free School principle is, however, not so universal; nor are we anxious that its immediate adoption should be urged too strenuously by the many new and ardent friends which it has acquired in various parts of Upper Canada. In some instances I have reason to fear, that a laudable zeal to confer upon the School Sections the inestimable advantages of a generous and unrivalled System of Free Schools has been tinged with a spirit of assertion and dogmatism. To such friends of Free Schools, as well as to those who would wish to call in the authoritative voice of the Legislature to enforce the adoption of that system, I would respectfully offer one or two suggestions.

2. The character of our Educational System is rapidly assuming a consistence and vigour, which will mark its progress for many years to come. The various Officers charged with the administration of that System, as well as those more immediately concerned in promoting its success, should, therefore, proceed with greater caution and singleness of purpose. An enlightened spirit of general co-operation should characterize their efforts. In all cases, whether by lecture, or at Public and Special Meetings, and Quarterly School Examinations, the great question of Popular Education should be intelligently discussed,—its principles elucidated, and its vital importance to the neighbourhood practically illustrated. To accomplish this successfully, conciliation and forbearance are essential. Attention should be specially directed to the intrinsic merits of the subject; its equal, if not paramount, importance with other great national interests already cheerfully sustained by the public, such as the administration of Justice, organized systems for the repression, or prevention, of crime, and other important subjects.

3. In the advocacy of any measure, however excellent, or equitable, it may be, and it is expedient and proper, that we should attentively listen to the objection of opponents; and not imperiously attempt to repress the expression of sentiments, which, although, perhaps erroneous, are, equally with our own, independent and sincere. There is a latent pride and spirit of resistance in the bosom of almost every man, which, if imprudently,



or incautiously aroused, will result in a settled opposition to the favourite theories of others,—however invested with practical utility those plans may be. The skill of David to calm the troubled spirit of the wayward Saul lay, not in the vigour of his arm, but in the sweet and touching melody of his harp. The mighty Hunter, with his arts and stratagems may often fail to cage the Lion, or the watchful Lynx ; but at the gentle strains of the fabled Orpheus, the fierce, the fearful and the untractable were alike subdued. What can we see in those two instances, but a figurative illustration of the mighty power of the “human ‘voice’ divine,”—modulated to the accents of persuasive truthfulness, and sympathy.

4. In many School Sections, I have witnessed with pain the advocacy of that national peacemaker,—a generous system of universal education, and the great charter question of the age, degenerate into mere party strife, and petty, personal bickerings. The zeal of one party, coming into strong contact with the selfishness of another, must ever ensure disaster and defeat to the best and noblest cause. It is an anomaly that a forced system of Education should be a free one, and vice versa. I would, therefore, suggest to all the friends and advocates of Free Schools, that they would carefully avoid permitting such a reproach to be cast upon this great principle of a National System of Education in its infancy. A prejudice founded at this early period, upon harshness and severity, exercised in the application of the law authorizing Free Schools, will, in after years, be more difficult to contend against and overcome, than the legitimate and decided opposition of the avowed enemies to the principle itself. I am aware that the reasons which induce School Trustees and others to urge the immediate adoption of the Free School System, in their School Sections, are numerous and weighty. To a person, who ardently deplores the want of Education in a neighborhood, and the apathy prevalent regarding it, the excellence of the System may be so forcibly apparent, and the reasons for its adoption so strong and urgent, that he may become impatient at the stolidity, or indifference, of his neighbour, and endeavor to compel the arbitrary adoption of the Free School System by law. But, while I do deeply sympathise with such persons in their anxiety, I would deprecate resorting to any measures so decisive. Better to submit to a year, or two years, delay in the application of the Free School Principle, than it should be prematurely enforced by the “terrors” of the Law. Its progress and ultimate triumph is only a question of time. But, at present, unanimity alone can promote its speedy adoption; and perseverance, arguments, facts, and figures are necessary to produce that unanimity.

5. In many instances I have known of a comparative oneness of feeling having been created in a School Section by the introduction of trifling articles of School Apparatus:—a Map, a Globe, a Numerical Frame, Tablet, or Pictorial Lesson, and other School Appliances. A wise Teacher, or judicious Trustees, by placing those things before the anxious eye of the pupils, have invariably excited their curiosity and gained their confidence and attention; and, thus, through the children, these things have opened the parents' hearts and enlisted their generous feeling of parental love, to afford still greater facilities for the instruction and amusement of the children. Trifling efforts of this sort have frequently led to important results in individual School Sections; and thus have Free Schools been often most agreeably and permanently established. Children, hitherto indifferent to any instruction, or listless, when receiving it, have evinced great anxiety to be permitted to witness the many ocular proofs pleasantly exhibited, of numerous important truths connected with the ordinary branches of education, heretofore to them a sealed book, or a dead letter. No one can visit the Provincial Model School, at Toronto, the Central School at Hamilton, or Brantford, or the Union School, at London, without being forcibly impressed with the true philosophy of the plan here indicated.

6. To accomplish even this step in advance may, in some instances, I admit, be difficult; but a little effort judiciously put forth will amply repay the trouble and expense incurred. A practical proof of the excellence and value of a School, and the utility and importance of these admirable adjuncts in the promotion of Popular Education is often more irresistible and convincing than the most eloquent argument, or the most brilliant rejoinder. And once this point is gained, few persons will feel disposed to cavil at a Free

School, which may be productive of so much good, and where these gratifying results of the solicitude of the Teacher and of the Trustees can be still more effectively and agreeably brought about.

7. To those who would insist upon the expediency of a Legislative Enactment, compelling the universal adoption of the Principle of Free Schools, I would observe, that, however desirable it may be some years hence, to follow the example recently set us in the State of New York, we are, as a people, by no means unanimous enough among ourselves in favour of the Principle of Free Schools, or as to the wise economy and expediency of imposing a general tax upon the property of a School Section, or County, (sufficiently large to support all of the Schools, without the aid of Rate Bills), to warrant the Legislature in passing a Free School Law. Even in New York, the State Legislature has been induced to compromise the general question of Free Schools and Rate Bills and to adopt with the "Majority" or "Free School" Bill, a "Minority Bill," or School Tax and Rate Bill Act combined.

8. The present Upper Canada School Act of 1850 wisely leaves it with the people themselves, at their Annual, or Special, School Meetings, to determine in what "manner" their School shall be supported during the year,—whether by Subscription, Rate Bill upon Parents, or Guardians, sending children to the School, or by a General Assessment upon all the property in a School Section; and the Law confers upon School Trustees ample powers to carry into effect the wishes of their constituents in either of these respects. The extensive powers thus conferred upon the Trustees of a School Section, and their constituents, should be wisely and judiciously exercised, as was contemplated by the Legislature in granting them. Heretofore, the powers exercised by Trustees were so limited, while their responsibilities were great, that few persons attached much importance to the Office of Trustee, and were indifferent in their selection of incumbents; but now, a knowledge of the fact that the School Law invests that Office with so much distinction and authority, will act powerfully upon the people themselves, in inducing greater caution and anxiety in the selection of "proper persons," (as the law requires), for the Office of School Trustees; and this solicitude on the part of the people will again react upon the Trustees, in making them employ all their powers and influence in elevating the character and condition of our Elementary Schools. Should this state of things happily result from the increased powers conferred upon the School Representatives of each locality, the public may, with confidence, unite with the Chief Superintendent in the "hope," before the year 1860, to see the light of a Free School emitting its radiance, and imparting its blessing to every child of every School Section in Upper Canada.

## II. ORIGIN OF THE PRINCIPLE OF FREE SCHOOLS IN UPPER CANADA.

I have observed that the question of Free Schools is of late engaging more than an ordinary degree of attention on the part of the Public Press, but that an erroneous impression exists in the minds of several Writers as to the origin of the Principle of Free Schools in our Canadian System. It is assumed to be of recent date, and peculiar to the provisions of the School Act of 1850; and its introduction has been greeted in one or two instances by the cry of "Socialism," and "Communism";—words, which, in this instance, are but the symbols of selfishness and reaction. In no Countries is private property held more sacred, and more effectually protected than in the Countries of Free Schools,—Prussia, Switzerland, and the New England States of America. Socialist Newspapers do not exist in any Free School State of America; they only exist in States where the system of Free Schools has not yet formed and developed the popular mind.

2. But it is a great mistake to suppose that the principle of Free Schools was first introduced into the present Common School Act of 1850, or, that it was first advocated by any Canadian Statesman, who can be suspected of "Socialism," or "Communism." It may be satisfactory to all parties if I should state what were the successive steps by which this great principle has become thus far incorporated into our Upper Canada School System.



I would observe, that with the first Communication which I, as Chief Superintendent of Education, made to the Government, after my return from a visit to the United States and Europe in 1844-5, I submitted a Draft of a School Bill, providing for the introduction of the principle of Free Schools. That Communication was dated the Third of March, 1846.\* The first clause of the Twenty-seventh Section of that Draft of Bill, authorized the Trustees to provide for the support of their School either by voluntary Subscription, or by Rate-bill; and the Sixth clause of the same Section defined the manner of levying the Rate-bill as follows:

"To fix the Rate-bill per quarter, and cause it to be made on all the inhabitants of such School Section, according to the valuation of property, as expressed in the Assessor, or Collector's, Roll, who shall allow any one of the Trustees, or their authorized Collector of such School Section, in his Township, Town, or City, to make a copy of such Roll, so far as it relates to such School Section respectively.†

3. The foregoing provision was accompanied by the following explanatory and argumentative remarks:—

"The next important change which I propose is, that the Rate Bill imposed by the Trustees of each School Section shall be levied upon the inhabitants of such Section, generally, according to the value of their property. It is the rate-paying inhabitants who elect the Trustees; it is for these inhabitants generally that the grant is made; and the same principle, I think, ought to be acted upon throughout the School System,—all having a right to avail themselves of the School.

"I need not say how just and patriotic is this principle; how important it is for the poor, and especially those, (as is often the case), who have large families; how much it would lighten the burden of supporting the Schools; how greatly it would increase the attendance of pupils, and, consequently, that this Free School System obtains in the States of New England, where there are the best Common Schools in the United States. It is also the Prussian and Swiss system.

"On the other hand, the evils of the present system of School Rate Bills have been brought under my notice from the most populous Townships, and by the most experienced Educationists in Upper Canada. When it is apprehended that the Rate-Bill will be high, many will not send their children to the School at all; then there is no School, or else a few give enough money to pay the Teacher for three months, including the Government Grant part; or even after the School is commenced, if it be found, that the School is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, Parents will begin to take their children from School, in order to escape the Rate Bill, as persons would flee from a Fire, or a falling House. The consequence is, that the School is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often a quarrel, in consequence, ensues between them and the Teacher. I have been assured, by the most experienced and judicious men, that it is impossible to have good Schools under the present system of Rate Bills. I think the substitute I propose will remedy the evil. I know of none who will object to it but some of the rich, and of the children and the selfish. Education is a public good; ignorance is a public evil. What affects the public ought to be binding upon each individual composing it. . . . In every good government and in every good system, the interests of the whole society are obligatory upon each member of it."‡

4. The important clause of the Draft of Bill, thus recommended, was approved by the Conservative Administration to which it was submitted, and strongly advocated by Mr. Attorney-General, (now Judge), Draper, but was opposed and lost in the Legislative

\*This Communication is printed on pages 71-78 of the Sixth Volume of the Documentary History.

†See page 66 of the same Sixth Volume.

‡Printed on page 76 of the Sixth Volume of the Documentary History.

Assembly by a majority of four, or five.\* It was the poor man's clause, and the clause of the enlightened patriot; and the loss of it inflicted great injury upon the Common Schools, besides involving Trustees in great perplexities and embarrassments. But the principle thus first submitted to the consideration of the Government and Legislature in 1846, was again submitted to it on the Twenty-seventh of March, 1847.† In the Draft of a School Bill for Cities and Towns, as in the School Act of the year previous, so far as to authorize Municipal Councils, on the application of Trustees, to provide for the entire support of a School by a Rate upon property. The Draft of Bill containing these provisions was first submitted to the Honourable Henry Sherwood, the Attorney-General, and the Honourable J. Hillyard Cameron, the Solicitor-General, and the principle of the provisions referred to carefully explained. These Gentlemen both pronounced the principle just and patriotic; the Bill was introduced into the Legislative Assembly by the Honourable J. H. Cameron, and passed without opposition. The two Sections of the Bill, containing the provision for Free Schools, were accompanied by the following remarks,—remarks as applicable to the general questions of Free Schools now as they were in March, 1847. . . . ‡

5. It was thus, in 1847, that the Principle of Free Schools was recognized in the School Law of Upper Canada. So strongly did the Honourable Henry Sherwood, (then Attorney-General), view the question, that the clause in the original Draft of the City and Town School Amendment Bill of 1847, authorizing the Board of Trustees in each City and Town to impose a Rate Bill on parents sending children to School, was, at his suggestion, struck out, and the whole amount required for the support of Schools was to be raised by Municipal Assessment on property. The only School Rate Bills, therefore, paid in Cities and Towns, from 1847 to 1850, were voluntary, and were not required, or authorized, by law, but were paid in the form of special Subscriptions. But as the Members of the Board of Trustees in each City and Town were appointed by the Council, and not elected by the inhabitants,—forming merely a Committee of the Council for educational purposes, the Council,—(elected for other purposes), approving, or disapproving, of all School Estimates and Expenditures, there was not sufficient responsibility on the part of either the Board of Trustees, or the Council, to secure proper attention to, and efficiency in the management and interest of Schools. It was an important step in advance upon the old City and Town system; and in some Towns, (such as the Town of London), where the Municipal Council took a deep interest in the subject, the progress was conspicuous beyond all precedent. In the Counties, some forty, or fifty, Schools were made "Free" in various parts of the Province; but it was obvious, that it was too great a burden upon Trustees to require them to go to the County Council, and often encounter much opposition and disappointment, to get a Free School; and there was too much disunion of authority and responsibility, and too little direct responsibility to the public, in Cities and Towns, to render the Common Schools efficient, and to establish a gradation of them adapted to the several ages, attainments, and educational wants of the different classes of pupils. To remedy these defects, in some measure, the present School Act, passed in 1850, provided for the election of Trustees in Cities, Towns, and Incorporated Villages, by the taxable inhabitants, and made the Trustees thus elected the municipal authority of each City, Town and Incorporated Village for all School purposes. The Act also invested each School Section with power to provide for the support of its own School in its own way, without any application to any Municipality Council whatever.

6. Such are the provisions of the present School Act of 1850, in regard to Free Schools; the chief defect of which is, in not giving Trustees of School Sections the same authority to decide upon the manner of supporting their Schools as is given to Trustees

\*See Note (§) on page 75 of the same Sixth Volume.

†Printed on pages 188-195 of the Seventh Volume of that History.

‡These "Remarks" are too voluminous to be inserted here, but they can be seen, by referring to pages 190-193 of the Seventh Volume of the Documentary History.



in Cities, Towns, and Incorporated Villages,—the electors themselves, in these Municipalities deciding upon the kind of Schools they desire by the men they elect as their Trustee Representatives. The defect to which I refer is in not investing the Representatives of School Sections with the same discretionary authority to act in the school matters for which they are elected, as is possessed by Members of Municipal Councils, and of the Provincial Legislature, in regard to the objects for which they are elected.

7. Two remarks may be made, in regard to the foregoing statements and references. The one is, that the Principle of Free Schools is not peculiar to the present School Act of 1850, or to any one political party in Upper Canada; but it has been introduced into two successive School Acts—those of 1847 and 1850,—and sanctioned by two successive Administrations of Government of different parties. The other remark is, that in neither Act of the Legislature, has it been proposed to compel any School Section, or Municipality to provide for the support of its School, or Schools, in any particular manner, but simply to give the electors in each School division the power of local self-government in the matter.

### III. PROGRESS OF EDUCATION IN UPPER CANADA,—EXTRACT FROM LORD ELGIN'S DESPATCH TO THE COLONIAL SECRETARY, 1852.

. . . While such is the condition of the Province, in respect of material prosperity, its moral and intellectual interests are not neglected; independently . . . of various endowments and special grants for Collegiate Institutions, Normal Schools, and other objects of a like character in both sections of the Province, the sum of £41,095 17s. 10d. sterling is set apart annually from the public funds for the support of Common Schools, and which is divided between Upper and Lower Canada in proportion to their respective population. Each School Municipality, in order to entitle it to obtain the share of this Fund allotted to it, is bound to raise by local taxation at least an equal sum. In Upper Canada the sums thus raised greatly exceeded the required minimum. The returns for 1851 show that in that section of the Province there were in that year Three thousand and one Common Schools in operation, attended by One hundred and sixty-eight thousand one hundred and fifty-nine pupils, and the total sum available for Teachers' salaries, and for the erection and repair of School Houses, was £98,226 15s. 7d. sterling, of which sum £20,547 18s. 11d. was Parliamentary Grant, the remainder being raised by local Assessment, School Rules and Rate Bills imposed by School Trustees.

## REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR 1853.

*To His Excellency Lord Elgin, Governor-General:—*

1. As required by law, I have the honour to present to Your Excellency my Report of the state of the Normal, Model, Grammar and Common Schools in Upper Canada for the year 1853. As it is little more than eight months since the publication of my Report for the year 1852, and, as I have, in that Report, discussed at considerable length the leading features of our Public School System, I shall, in the present Report, submit the School Statistics of the year 1853, and the observations of Local Superintendents, on the operations and progress of the School System in their respective Municipalities.

2. The Statistical Tables show the largest increase, in every particular, indicative of progress, which has ever taken place in any one year in Upper Canada.\*

3. The increase in the amount raised for Teachers' salaries is Sixteen thousand and forty-seven pounds, nine shillings and eight pence, (16,047 9s. 8d.), the aggregate sum

\*These Statistical Tables can be seen in the Appendix to the Journals of the House of Assembly for the year 1853.

raised for that purpose alone being over One hundred and thirty thousand pounds (£130,039 0s. 3d.).

4. The increase in the amount raised for the erection and repairs of School Houses is, Six thousand seven hundred and six pounds, ten shillings and nine pence, (£6,706 10s. 9d.),—the aggregate sum raised for these purposes being Thirty thousand seven hundred and thirty pounds, eleven shillings and ten pence, (£30,730 11s. 10d.).

5. The increase in the attendance of pupils is 15,149—the aggregate attendance being 194,736.

6. The aggregate sum raised for all Educational purposes is nearly Two hundred thousand pounds, (£199,674 1s. 5d.), being an increase of any preceding year of over Twenty-three thousand pounds, (£23,598 2s. 3d.).

7. All that has been said in my previous Reports in regard to the Normal and Model Schools might be repeated in this Report,—the impulse they give, and the advantages they confer are felt throughout the entire Province.

8. As the System of School Libraries was commenced a few weeks before the close of the year, it will be proper to defer any formal Report on this subject until my next Annual Report. I may observe, however, that, up to the present time, upwards of 75,000 Volumes of good Books have been put into circulation by means of these School Libraries. It is all important, that the Legislative Grant for these Libraries be so increased that I may be able to apportion One hundred, instead of Seventy-five, per cent. upon all sums raised by local effort for the establishment of these Libraries.

9. It is also equally important that a Legislative Grant be made to aid in furnishing Schools with Maps and various other Apparatus upon the same terms as those on which Books are furnished to the Municipalities for Libraries. Apportioning One hundred per cent. on sums raised in School Sections, Cities, Towns, and Villages for School Apparatus, (both for Grammar and Common Schools), will exert a powerful influence in providing the Schools with those Requisites which increase the interest and facilitate the progress of the pupils; and add greatly to the value and efficiency of the labours of Teachers.\* Illustrations to the eye can be employed in teaching most of the elementary branches of knowledge; and what children see, they learn quicker, understand better, and retain longer, than what they only hear, or read. The perceptive faculties are earlier developed than the reasoning powers, and to employ them in every possible way, in the early periods of education, is to act in harmony with the order of nature, is to create a taste for knowledge and facilitate its acquisition—is to form habits of quick and accurate observations,—is to lay the best foundation for the culture of the higher powers of the mind and for active pursuits in a world of material objects.

10. In the Appendix to this Annual Report will be found the Grammar Schools Amendment Act of 1853, and the first instructions issued and measures adopted to bring it into operation. The information already obtained under the incipient operations of this Act, evinces more strongly than could have been conceived, the wide room and absolute necessity there is for improvement in this branch of our School System. I trust that all the Regulations and facilities practicable for this purpose, will be provided before the end of the current year. And I hope that such additional provisions will be made during the present Session of the Legislature as are requisite to render the Grammar School Law further effective. There cannot be good Grammar, any more than good Common, Schools, without good School-Houses, properly furnished, and able Masters adequately remunerated. Each Grammar School is intended to fulfil the double office of a English High School and an elementary Classical and Mathematical School,—a School into which pupils will be admitted from the higher classes of the Common Schools, and receive such an Education as will fit them for mercantile and manufactur-

\*For some years School Maps and Apparatus were furnished to the Schools at net cost prices; but in 1855, the Legislature granted the sum of Two thousand five hundred pounds, (£2,500,) a year, so as to enable the Education Department to provide "the Grammar and Common Schools in Upper Canada, with Maps and Apparatus, upon the same terms and in the same manner, as (Library) Books are, or may be, provided for Public School Libraries"



ing pursuits, and the higher employments of Mechanical and Agricultural Industry, as well as make them intelligent and useful citizens,—a School also forming a connecting link between the Common School and a University College, in which youth may be thoroughly trained in the elementary Classics, Mathematics and Physical Sciences, for admission to the University, and entrance upon professional studies.

11. The importance of this branch of public instruction cannot be over-estimated; and it is that in which there is the greatest need, and loudest demand, for improvement. The Provincial Normal and Model Schools have contributed, and are contributing much, to the improvement of our Common Schools, by furnishing a proper standard of judgment and comparison as to what such School ought to be, and how they should be taught and governed, and by furnishing Teachers duly qualified for that important task. There is equal need of a Provincial Model Grammar School, in which the best modes of teaching the elements of the Greek and Latin, French and German Languages, the elementary Mathematics and elements of Natural Science, may be exemplified, and where Teachers and Candidates for Masterships of Grammar Schools, may have an opportunity for practical observation and training during a shorter, or longer, period. Such a School would complete the educational establishments of our School System, and contribute powerfully to advance Upper Canada to the proud position which she is approaching, in regard to institutions and agencies for the mental culture of her youthful population.

12. I had hoped to have been able to present in this Report a series of plans of School Houses for Common and Grammar Schools in Upper Canada, with specifications prepared by the Architects of our Provincial Normal and Model Schools; but they are not yet completed, although in the course of preparation.\*

In concluding these brief remarks and references,—leaving the Statistics of the Report to speak for themselves,—I am painfully reminded that this may be the last document of the kind which I shall have the honour to address to Your Excellency, as your nearly eight years' Administration of the Government of Canada is about to close. It must ever be a source of satisfaction to Your Excellency, as it will be of grateful recollection to the People of Upper Canada, and especially to myself, who have received so many expressions of personal kindness and so much encouragement and support from Your Excellency, that during the period of your Government of Canada, your counsels, your influence, and your eloquence, have been powerfully exerted in behalf of the general and improved education of the People,—that the Laws under which our whole School System is now organized, have been passed,—that our Normal and Model Schools have been established, and rendered extensively useful,—that the increase of Pupils in our Schools, the sums voluntarily provided by the People for their support, the improvements in the modes of conducting them, in the Houses erected for them, as well as in their conveniences and furniture, have advanced beyond all precedent,—that a general system of Public School Libraries has been brought into successful operation, and that every feeling of the People is onward in Education and knowledge, as well as in Railroads, Manufactures, Commerce and Agriculture. My earnest wish is that Your Excellency's future career may not be less successful and useful than it has been in Canada; and my humble prayer to Almighty God is, that he will grant to Your Excellency and Family continued success, happiness and prosperity.

TORONTO, October, 1854.

EGERTON RYERSON.

\*As early as in 1845, efforts were made to provide plans of School Houses, and in the Journal of Education for 1849 and subsequent years there were published a series of illustrations of School House Architecture. See pages 270 of the Eighth, and pages 206 and 208 of the Ninth, Volume of the Documentary History of Education in Upper Canada.

## PAPERS ILLUSTRATIVE OF THE STATE OF POPULAR EDUCATION IN UPPER CANADA, 1853.

### I. EDUCATIONAL PROGRESS OF UPPER CANADA, 1853.

The following sketch of the progress of the Public School System in 1853 was written by Doctor Ryerson, as a Summary of the educational events of that year.

The year 1853 will always constitute an important epoch in the educational history of Upper Canada. The events to which it has given birth will form essential elements of influence and power in moulding the institutions, forming the character, and promoting the happiness and prosperity of the Country. The abundant harvests of the year, and the ready and advantageous disposal of the various products of the Country, have rewarded and prompted enterprise in every department of human industry, have created an unusual demand and value for labour, have given an unwonted impulse and importance to our Commerce, and diffused throughout the land the joyous consciousness of plenty and increase. . . . When, therefore, we speak of 1853 as a memorable epoch in the history of Upper Canada, we refer to events which will leave a deep and indelible impress upon the Institutions, character and progress of the people, apart from the bounteous gifts of a productive season and the large accumulations of a prosperous commerce.

1. The magnificent system of internal railroad communication which has been matured and commenced will lay the foundation for developing the latent resources of the Country, and promoting its foreign and domestic trade to an indefinite extent. . . .

2. Another event of the year, which will perhaps be regarded by the future Canadian annalist as second to none in importance, is the unrestricted right of local self-government, which has been so cordially and handsomely conceded to Canada by the Queen and Parliament of the Mother Country. . . .

3. The completion of our Municipal System, by important amendments and improvements, must exert a most potent influence upon the future character and interests of the Country. The principle of self-government in all purely local affairs, applied not only to the Country at large, but separately and fully to every few square miles of it, is an agency of almost unlimited capacity and power in opening up throughout the land the channels of local communication and enterprise, in regulating all affairs of neighbourhood interest, and providing the means of education and knowledge. . . .

4. In regard to the General System of Public Instruction, the year now closing has been a most eventful one. An Act has been passed creating a University, unconnected with any one outlying College, but regulating the System of Public Collegiate Education, and invested with authority to confer Degrees and Honours in the Arts and Sciences; another Act has been passed to establish a System of Grammar Schools; and a third Act has been passed defining unsettled questions in the Common School law, and remedying its defects. The Legislative Grant in aid of Common Schools has been increased; the amount raised by local municipalities for the payment of Teachers and the furnishing of Schools, the number of noble School Houses erected, (especially in Cities, Towns and Villages), and the number of pupils attending the Schools, are largely in advance of any previous year.

5. The System of Public Libraries, which has been brought into operation during the year, will pre-eminently form an era in the intellectual history of Upper Canada. It is a System which has been a subject of inquiry, consideration and preparation for



years—which has been a matter of free and public consultation in every County—which leaves the people free to act as Counties, Townships, Cities, Towns, Villages or School Sections, as they please—which combines all the resources of each Municipality to provide useful and entertaining reading for the whole population,—and renders accessible to the remotest Municipality of the Country, and at the lowest prices, the best Books for popular reading that are published, either in Great Britain or the United States. Through the medium of these Books the sons and daughters of our Land may contemplate the lives of the good, the wise, and the great of both sexes and of all ages, survey the histories of all nations, trace the rise and progress of all sciences and useful arts, converse with the sages and bards of ancient Greece and Rome, as well as with the philosophers, poets, scholars, discoverers, inventors, artists, travellers and benefactors of mankind of all times and countries—exhaustless sources of instruction and entertainment.

A very large proportion of the municipalities of Upper Canada have already shown how worthily they appreciate the advantages offered them by means of Public Libraries; and it only remains for the other Municipalities to follow the noble and patriotic examples thus furnished them.

While the foregoing remarks present a gratifying state of progress in our Educational System, yet there is another side of the picture which is just as desirable to present, as it may stimulate the local ratepayers and municipalities to “see to it” that the “deficiencies” reported in the accompanying Table F may, as soon as possible, be made good.

## II. THE OTHER SIDE OF THE PICTURE.—EDUCATIONAL “DEFICIENCIES,”

Statistics are sober facts. Though often eloquent, they have none of the illusion of romance. They are the pulse of national health and progress. They indicate its prosperity or its decay; and for this reason they are zealously and carefully compiled, and, by statesmen and public men, as carefully and anxiously scanned. They severely test alike the elaborate theory and the most carefully digested scheme. Viewed in this light, they are of the utmost importance in testing our educational progress.

2. Impressed with a conviction of the present, as well as prospective, value of minute and accurate statistics in regard to the yearly operations of our National System of Schools as a basis for future improvements, the Education Department for Upper Canada has officially collected, through the local School Authorities each year, a great variety of information relating to the working of every part of that System. This information has been embodied from time to time in the Annual Reports of the Chief Superintendent of Education to the Governor-General, and laid before the Legislature during each Session of Parliament.

3. The result of these extended and minute examinations and enquiries from year to year has been in every respect most cheering and gratifying. Not that our progress has been equally certain and satisfactory in every department or every feature of our School System; but we are now in possession of series of yearly observations and facts in regard not only to our successes, but to our failures; showing alike our educational enterprise, and our culpable negligence in the performance of a public and important duty;—not only that thousands of children are being trained to intelligence and virtue in our Public Schools, but that thousands more never attend any School at all,\* or, if they do, it is but transiently; that in our Cities and Towns, while every facility for education is being liberally provided by the public, numbers choose to grow

\*The Statistical School Returns for the year 1853 reveal the fact that of the 268,957 children of school age in Upper Canada, only 194,736 are reported as attending the Common Schools, thus leaving about 66,463 destitute of the blessings of education.

up in ignorance and vice, without control or restraint, and in violation of the implied social compact between citizens and communities.

4. It is satisfactory to know, however, that at every test-point of our Educational System patriotism and philanthropy unite to sustain, extend and perpetuate it; and were it not that selfishness and avarice too frequently influence some parents to sanction the absence of their children from School, on the slightest pretext or pressure of business, to starve their intellect, so as to enrich their pocket,—the reproach which now exists would cease forever.

5. One or two striking facts have become apparent in compiling a somewhat novel Table of “deficiencies” for the Chief Superintendent’s Annual Report for 1853. This Table (F) consists entirely of negatives. It is designed to show the number of children in each County, City and Town, who do not attend School, the percentage of the population who cannot read or write, the number of School Sections in which no rate was imposed by the Trustees for the support of the Schools, and also those Sections in which no Lectures were delivered during the year by Local Superintendents, as required by law.

6. It is a singular coincidence, as exhibited by this Table F, that the facts which it reveals all bear a mutual relation to, and are the exponents of, each other. Thus, for instance, it appears that in those Counties in which a large percentage of the population cannot read and write, there is an equally large percentage of the children which do not attend school; few Rates are imposed and few School Lectures are delivered,—in this way perpetuating the very disgrace, or misfortune, which already exists in the locality. On the other hand, where the majority of the people can read and write, there the absence from school is comparatively infrequent, larger Rates are imposed, and more School Lectures are delivered by the Local Superintendents.

7. One thing is evident from this Table of “Deficiencies,” or negatives, that those persons, who have never themselves enjoyed the advantages of education, are instinctively opposed to placing it within the reach of their children; thus proving that, although they may have acquired wealth and a degree of influence without the aid of education, they are nevertheless utterly unable to appreciate the value of that mental discipline which would doubtless fit their children for attaining to still higher positions than they did of honour, benevolence and usefulness in their Country. The following are the “Deficiencies,” as shown in Table F:—



TABLE F OF THE CHIEF SUPERINTENDENT'S ANNUAL SCHOOL REPORT FOR 1853.

No.	Counties.	Population according to Census of 1852.	Deficiencies in the Schools.								
			Per cent. of population unable to read and write.	Children		Number of Municipalities without Lecture from the Local Superintendent.	Number of School Sections				
				Not attending School.	Per cent. of them not attending School.		Without Lecture from the Local Superintendent.	Per cent. without Lecture.	Not visited by the Local Superintendent.	Not supporting a Free School.	Without Apparatus.
1	Glengarry .....	17,596	38	1,981	39	36	1	18	30	..	56
2	Stormont .....	12,997	..	1,105	23	48	..	13	21	..	46
3	Dundas .....	13,811	30	1,070	24	37	1	45	7	1	24
4	Prescott .....	10,487	52	1,592	43	27	2	16	37	4	20
5	Russell .....	2,870	22	170	29	5	1	7	54	1	7
6	Carleton .....	23,637	38	2,722	37	55	1	18	21	1	50
7	Grenville .....	18,551	20	1,608	28	23	1	24	31	4	42
8	Leeds .....	27,044	26	1,900	24	43	..	26	20	..	72
9	Lanark .....	25,401	24	1,397	21	32	1	27	29	1	54
10	Renfrew .....	9,415	40	349	20	14	3	9	33	1	18
11	Frontenac .....	19,150	30	1,127	23	27	..	27	40	2	40
12	Addington .....	15,165	20	735	17	13	..	23	31	18	32
13	Lennox .....	7,955	40	473	21	4	..	14	32	2	24
14	Prince Edward ..	17,318	14	866	15	5	..	5	6	..	49
15	Hastings .....	26,408	37	1,216	16	26	..	48	41	4	62
16	Northumberland ..	27,358	18	2,163	28	28	..	45	40	2	29
17	Durham .....	25,906	36	2,120	29	26	..	37	43	10	33
18	Peterborough ....	13,046	40	1,128	28	27	6	17	40	2	13
19	Victoria .....	11,657	..	979	26	27	3	31	63	4	8
20	Ontario .....	28,429	..	2,184	26	21	..	23	26	1	24
21	York .....	48,949	..	4,018	31	6	..	36	27	..	35
22	Peel .....	23,816	..	2,392	33	16	1	25	34	..	22
23	Simcoe .....	27,165	53	3,169	37	65	7	49	54	2	57
24	Halton .....	18,322	..	1,587	31	8	..	12	20	2	18
25	Wentworth .....	24,990	20	1,788	28	4	1	16	22	..	33
26	Brant .....	19,659	15	941	21	7	..	22	39	..	24
27	Lincoln .....	16,160	20	1,121	24	3	1	30	45	5	34
28	Welland .....	17,857	20	1,186	23	5	3	52	69	21	44
29	Haldimand .....	17,788	20	1,600	33	15	4	34	49	1	23
30	Norfolk .....	19,829	16	1,312	22	12	1	32	34	7	46
31	Oxford .....	29,336	16	2,223	26	10	1	40	38	1	34
32	Waterloo .....	23,109	..	868	14	1	..	28	38	..	20
33	Wellington .....	24,936	..	2,581	37	20	8	55	84	1	25
34	Grey .....	13,217	..	1,196	38	29	..	6	14	3	9
35	Perth .....	15,545	..	1,093	27	14	2	28	61	5	6
36	Huron .....	17,869	..	1,725	35	18	3	27	55	2	7
37	Bruce .....	2,837	..	75	30	1	..	2	66	1	..
38	Middlesex .....	32,864	25	2,033	21	46	..	26	20	..	33
39	Elgin .....	23,144	29	793	13	15	1	45	46	7	30
40	Kent .....	15,399	19	533	14	19	8	60	92	3	19
41	Lambton .....	12,040	..	1,286	27	27	5	33	65	1	8
42	Essex .....	14,937	52	1,640	38	23	3	23	47	..	16
Total .....		314,069	29	62,045	26	308	69	27	1664	120	1,246

TABLE F OF THE CHIEF SUPERINTENDENT'S ANNUAL SCHOOL REPORT FOR 1853.—*Continued.*

No.	Towns.	Population according to Census of 1852.	Deficiencies in the Schools.								
			Per cent. of population unable to read and write.	Children		Number of Municipalities without Lecture from the Local Superintendent.	Number of School Sections				
				Not attending School.	Per cent. of them not attending School.		Without Lecture from the Local Superintendent.	Per cent. without Lecture.	Not visited by the Local Superintendent.	Not supporting a Free School.	Without Apparatus.
1	Belleville.....	4,569	25	95	7	..	..	..	..	..	..
2	Brantford.....	3,877	..	419	35	1	3	100	..	..	3
3	Brockville.....	3,346	10	135	13	..	..	..	..	..	..
4	Bytown.....	7,760	..	619	37	1	13	100	..	..	13
5	Cobourg.....	3,871	..	433	41	..	1	20	..	..	5
6	Cornwall.....	1,646	..	279	56	1	4	100	..	..	4
7	Dundas.....	3,517	..	528	58	1	1	100	..	..	1
8	Goderich.....	1,329	..	131	28	1	3	100	..	..	3
9	London.....	7,035	..	1,412	47	1	2	100	..	..	..
10	Niagara.....	3,340	20	229	26	..	1	20	..	..	4
11	Peterborough....	2,191	..	193	32	..	1	50	..	..	..
12	Pictou.....	1,569	..	231	46	1	3	100	..	1	4
13	Port Hope.....	2,476	..	316	39	1	4	100	..	1	4
14	Prescott.....	2,156	25	220	31	..	1	20	..	..	5
15	St. Catharines...	4,368	..	547	42	1	3	100	..	..	6
	Total.....	52,950	20	5,787	36	9	40	78	..	2	52
No.	Town Municipalities.										
1	Amherstburg....	1,880	..	355	59	1	3	100	..	..	3
2	Chatham.....	2,070	30	176	23	..	2	50	..	..	1
3	Guelph.....	1,860	..	275	42	1	4	100	..	..	3
4	Perth.....	1,916	..	131	22	1	1	100	..	..	..
5	Simcoe.....	1,452	10	83	16	1	4	100	..	..	..
6	Woodstock.....	2,112	20	117	14	1	3	100	..	..	4
	Total.....	11,290	20	1,137	29	5	17	92	..	..	11
No.	Villages.										
1	Bowmanville....	2,350	..	109	31	..	2	66	..	..	3
2	Brampton.....	1,000	..	99	34	..	..	..	..	..	1
3	Caledonia.....	1,000	..	57	21	1	2	100	..	..	2
4	Chippewa.....	1,193	..	109	29	1	3	100	..	..	3
5	Galt.....	2,248	15	124	19	1	3	100	..	..	3
6	Ingersoll.....	1,190	10	77	22	..	..	..	..	..	1
7	Oshawa.....	1,142	10	108	30	1	2	100	..	..	2
8	Paris.....	1,890	..	..	..	1	2	100	..	..	..
9	Preston.....	1,180	10	121	39	1	2	100	..	..	..
10	St. Thomas.....	1,274	10	143	44	1	2	100	..	2	2
11	Thorold.....	1,091	15	111	30	1	4	100	..	5	3
12	Trenton.....	1,000	..	152	39	..	..	..	..	..	..
13	Vienna.....	1,000	..	71	29	1	1	100	..	..	..
14	Yorkville.....	1,000	10	174	53	..	..	..	..	..	..
	Total.....	18,558	10	1,455	32	9	23	96	..	5	20



# ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR 1854.

*To His Excellency Sir Edmund Walker Head, Governor General.*

I have much pleasure in presenting to Your Excellency, my Report of the state of the Normal, Model, Grammar and Common Schools in Upper Canada, for the year 1854. A careful examination of the Statistics of this Report, will, no doubt, be as gratifying to Your Excellency as it is creditable to the people of Upper Canada; exhibiting, as these Statistics do, in a striking manner, the noble exertions of the Upper Canadian public to sustain what have been so fitly termed the "Colleges of the People."

(2) There are in Upper Canada—1 Normal School; 2 Model Schools (Boys and Girls) in connection with the Normal School; 64 County Grammar Schools, and 3,244 Common Schools. Total, 3,311; besides our Provincial University and nine Colleges, three of which are endowed with University powers.

II. FINANCIAL RETURNS.—For the maintenance and support of these 3,311 Public Common Schools, the following sums were expended by Upper Canada during 1854:—

	In 1854.			In 1853.		
	£	s.	d.	£	s.	d.
For salaries of Common School Teachers .....	151,756	10	2	130,039	0	3
For salaries of Grammar School Masters, etcetera .....	10,743	11	1	11,928	13	4
For building, rent, repairs, etcetera, of Common Schools..	28,352	16	11	30,730	11	10
For Libraries, Maps and Apparatus for Common Schools..	15,040	1	10	1,377	10	1
For a Normal and two Model Schools .....	3,403	17	0	3,384	5	10
For Local Superintendents' Salaries, etcetera .....	4,055	0	0	3,908	15	0
For Superannuated Common School Teachers .....	1,476	7	6	399	15	0
For Poor Schools .....	391	5	0	0	0	0
For Universities, Colleges and Private Schools (estimate)..	31,575	8	0	26,783	8	2

Or, a Grand Total of nearly One million of dollars,—being about One dollar for each inhabitant for Upper Canada. The chief items, in which this increase is greatest, are:—

	£	s.	d.	
For Salaries of Common School Teachers .....	21,717	10	0	increase
For Libraries, Maps and Apparatus for Common Schools .....	13,662	12	0	increase

The increase is the more gratifying, as it is the result of an increased local self-taxation for the promotion of the objects specified. (For particulars see Table A, appended to this Report,)\*

III. ATTENDANCE OF PUPILS.—The attendance of pupils between the ages of 5 and 21 years, at the Common and Grammar Schools in 1853 and 1854, was as follows:—

	1854.	1853.
Boys at the Common Schools .....	112,885	107,392
Girls at the Common Schools .....	91,283	87,344
Pupils at the Grammar Schools .....	4,287	3,221
Total at the Public Grammar and Common Schools..	208,455	187,957
	1854	1853.
Pupils at Academies (so far as could be ascertained) ....	866	618
Pupils at Private Schools (so far as could be ascertained)	4,607	3,822
Students in Colleges, etcetera (so far as could be ascertained)	806	751
	214,634	193,148

\*The numerous Tables appended to this Report are omitted. They can be seen in the Appendices to the Journals of the House of Assembly for 1854-55.

Or, one Pupil for every four inhabitants, being an increase, in favour of 1854, of 21,486 Pupils and Students attending the Public and Private Educational Institutions of the Province. Still, we have to lament the fact that about 60,000 children never attend school at all in Upper Canada.\* It is, however, satisfactory to be able to state that this number is nearly 20,000 less than were reported, as not attending school, in 1853. Nevertheless, the fact that 60,000 children in Upper Canada, between the School Ages of five and sixteen years, never attend school should lead to the consideration and adoption of some benevolent plan, either of inducing or compelling, their attendance at school during the early days of susceptible childhood and youth,—the time during which the most lasting impressions for good or evil are indelibly made.†

(2) By a reference to the Statistical Tables B and F, it will be seen what proportion of the Pupils, reported in connection with the Common and Grammar Schools, attend during the Winter and Summer in the Common Schools; and also the comparative number of pupils in both Grammar and Common Schools who are receiving instruction in the several Branches of Education. In the more important Branches there will be found a steady increase; while, by means of the system of classification afforded by the excellent series of Irish National Text-books, repetition of the same study, in another form, and from other Text-books (and consequent loss of time), is avoided.

IV. TEXT BOOKS AND APPARATUS—The entire series of Irish National Readers is now in use in 3,062 Common Schools; and the Irish National Arithmetic in 2,705, out of the 3,244 Common Schools, in Upper Canada. The Irish National Text Books, recommended by the Council of Public Instruction in 1846, may thus be said to be universally used in the Public Common Schools of the Province. They have acquired this degree of popularity, under the sanction of the Council, by their own intrinsic excellence, aided by their cheapness and their adaptation to the purposes of daily instruction in the Schools.‡ To have accomplished the introduction of these Books without compulsion, or proscription, is in the highest degree gratifying.

(2) The introduction of Maps and Apparatus, although steadily increasing, will, no doubt, receive a very strong impulse, should the Legislature concur in the proposition which I have submitted to the consideration of the Government, to appropriate such a sum of money as will enable this Department to supply the Public Schools with those valuable aids of Education, on the same terms as Libraries are now furnished to the Municipalities and School Sections.§ The number of Maps in the Common Schools is stated to be 6,022 (increase over 1853 of 1,086 Maps), of which 1,086 there are Maps of the Dominion of Canada, and also Maps of the Continents and various miscellaneous Maps. (Table E contains full information on this subject.)

V. COMMON SCHOOL TEACHERS, AND TIME OF KEEPING THE SCHOOLS OPEN.—There are 3,539 Common School Teachers reported in Upper Canada,—2,508 Male and 1,031 Female. The qualifications of these Teachers are thus reported:

\*In this connection, see the striking "Table of Deficiencies," in our Schools, on pages 164, 165.

†On the adoption of the Free School System in 1871, provision was made in the School Act of that year, to prevent truancy in the Schools. In the original Draft of the Grammar and Common School Act of 1855, authority was given to City, Town and Village Councils to pass By-laws "To restrain the vagrancy of children," and "to compel the attendance at some School of the Children of such Municipality." The passage of this portion of the Bill through the Legislature was then deferred, however.

‡See Chapter XIII, pages 273-289 of the Sixth Volume of the Documentary History.

§The Legislature did concur in the proposition made to the Government on this subject, and, in the Act passed, appropriated the sum of Two thousand five hundred pounds, (£2,500), per annum in providing the Grammar and Common Schools in Upper Canada with Maps and Apparatus upon the same terms, and in the same manner as Books are, or may be, provided for Public School Libraries. Thus, Fifty years ago, \$10,000 were provided by the Legislature for these "necessary adjuncts," and valuable aids, as Doctor Ryerson stated, to a System of Public Education.



- 652 First Class, including those holding Provincial Certificates of Qualification.  
 1,661 Second Class, an increase of 142 over the number reported in 1853.  
 1,180 Third Class, a decrease of 181 compared with 1853.  
 46 Teachers whose qualifications are not reported.

3,539 Grand Total of Teachers, Male and Female, reported in 1854 as employed in the Schools of Upper Canada.

(1) The number of Teachers reported as regularly trained amounts to 600. The total number, however, received into the Normal School at Toronto since 1847 (Table H) was 1,476—929 male and 547 female.\* Many of these are no doubt reported among those who have received Certificates of Qualification of a lower grade from the County Boards of Public Instruction, while others may have died, or have ceased to teach.

(2) The average Annual Salaries of the Teachers, as reported, may be thus classified:

Male Teacher, with Board .....	\$172 per annum
Male Teacher, without Board .....	\$316 per annum
Female Teacher, with Board .....	\$120 per annum
Female Teacher, without Board .....	\$193 per annum

(3) The ordinary annual salaries of Male Teachers, without Board,—particularly those trained at the Normal School, are:—

Those holding First Class Certificates of Qualification...from \$400 to \$600 per annum.  
 Those holding Second Class Certificates of Qualification...from \$300 to \$400 per annum.  
 Those holding Third Class Certificates of Qualification...from \$250 to \$300 per annum.

And the average annual salaries of Female Teachers, without Board:—

Those holding First Class Certificates of Qualification...from \$300 to \$400 per annum.  
 Those holding Second Class Certificates of Qualification...from \$250 to \$300 per annum.  
 Those holding Third Class Certificates of Qualification...from \$200 to \$250 per annum.

Some Male Teachers in the Cities and the principal Towns, however, get from eight hundred to twelve hundred dollars per annum.

(4) It is most gratifying to observe the willingness with which School Trustees and others are disposed to acknowledge and remunerate the services of good Teachers, particularly those who have had the advantage of a course of training at the Normal School. It is earnestly expected that this anxiety to provide a liberal salary will be duly appreciated by the Teachers themselves, and that every exertion will be made, on their part, to justify the high hopes entertained of them, and the great liberality exhibited by Trustees in amply rewarding them for their services.

The average length of time during which each School has been kept open in 1854 was nine months and seventeen days.

VI. SCHOOL HOUSES.—The number of School Houses in Upper Canada, as reported in 1854, was 3,172. These are classified as follows:

169 Brick. 168 Stone. 1,306 Frame. 1,496 Log. 33 not reported. Total, 3,172.

(2) There has been an increase of 39 Brick School Houses in Upper Canada for 1854; of Frame 53, and of Log 52. The great proportion of Log School Houses (which is happily lessened every year), is strongly indicative of the fact that Upper Canada has not yet emerged from her primitive period of existence; while it shews that in the newer portions of the Province (where alone this rudest class of School Houses is

\*This proportion of Male and Female Teachers trained is now, in 1903, quite reversed. The proportion of Female to Male Teachers employed in Upper Canada in 1901 was 2,353 Male, and 6,050 Female, or nearly three Female Teachers to one Male Teacher.

reared), exertions are being made to supply the remote Settlements with that necessary adjunct to Christian Civilization, Education; and, although the efforts may be feeble at first, they lay the foundation, as has hitherto been done in every part of the Country, for that superior class of Houses and higher instruction which is now the pride and glory of the Cities, Towns and prosperous Villages of Upper Canada.

(3) I had hoped, ere this, as intimated in my Report of last year, to have been able to insert in this Report to Your Excellency, a series of approved plans of School Houses for Common and Grammar Schools, accompanied with detailed Specifications; but, as they are not yet ready, I have been again obliged to omit them.

(4) SCHOOL VISITS.—The Official School Visits, made by various parties, are thus reported:

	In 1854.	In 1853.
By Local Superintendents of Schools .....	6,866	7,055
By Clergymen of different Religious Persuasions .....	3,030	2,587
By Municipal Councillors .....	1,409	1,377
By Magistrates .....	1,365	1,272
By Judges and Members of Parliament .....	173	99
By the School Trustees .....	15,537	15,198
By other Persons .....	11,338	11,681
<b>Grand Total .....</b>	<b>39,718</b>	<b>39,269</b>

The gross increase over 1853 is nearly 500 visits, and shows that public interest in the Schools, as indicated by these visits, steadily increases rather than diminishes. These visits are invaluable as a means of stimulating both Teachers and Pupils to industry and proficiency in their daily duties.

(5) The number of Lectures delivered by Local Superintendents in the different School Sections amounted to 2,238—a decrease of 49, as compared with 1853. Though an arduous duty in some cases, still it ought to be steadily persevered in, as, by this means, precious seed is sown, public interest is maintained and the zeal of both Trustees and Teachers animated. Some “village Hampden,” or hitherto “mute inglorious Milton,” may thus be fired to deeds of virtue and renown; or parents, who should otherwise neglect the instruction of their children, might, by this means, be induced to afford them facilities to acquire position and education which they should not otherwise attain. Let it never be said of any part of Canada,—

“Perhaps in this neglected spot is laid,  
Some heart once pregnant with celestial fire;  
Hands that rod of Empire might have swayed,  
Or waked to ecstasy the living lyre;  
But knowledge to their eyes her ample page,  
Rich with the spoils of Time, did ne’er unroll;”

But let School Superintendents, Trustees and Teachers, each in his appropriate sphere, promote and foster that greatest of all public interests, next to the diffusion of Christianity,—the Universal Education of the People.

VII. THE GRAMMAR SCHOOLS.—Table F herewith appended, contains the best and fullest information which this Department has been enabled to collect in regard to the intermediate Institutions in our Public School System. As preliminary to the more complete, methodical and satisfactory Report, which I hope to be enabled to present next year, it is valuable as a basis of reference and comparison for future years. The following summary of the actual state of the Grammar Schools of Upper Canada in 1854, the year before the present Law and Regulations came into force, shows that there were Sixty-four Grammar Schools; of which Twenty-six were situated in the County Towns, and are, therefore, called Senior County Grammar Schools. Of the 64 there are reported:—



- 17 Junior and 4 Senior, or 33 per cent., received Pupils unable to read.  
 24 Junior and 12 Senior, or 56 per cent., received Pupils unable to write.  
 31 Junior and 21 Senior, or 81 per cent., did not teach Canadian History.  
 30 Junior and 16 Senior, or 72 per cent., did not teach Grecian History.  
 30 Junior and 12 Senior, or 66 $\frac{2}{3}$  per cent., did not teach trigonometry.  
 25 Junior and 12 Senior, or 58 per cent., did not teach Roman History.  
 24 Junior and 11 Senior, or 54 $\frac{1}{2}$  per cent., did not teach Ancient Geography.  
 18 Junior and 15 Senior, or 51 $\frac{1}{2}$  per cent., did not teach French.  
 19 Junior and 6 Senior, or 39 per cent., did not teach Mensuration.  
 15 Junior and 8 Senior, or 36 per cent., did not teach Greek.  
 16 Junior and 6 Senior, or 34 per cent., did not teach English History.  
 9 Junior and 5 Senior, or 22 per cent., did not teach Greek, or French.  
 10 Junior and 4 Senior, or 22 per cent., did not teach Book-keeping.  
 7 Junior and 6 Senior, or 20 per cent., did not teach any of the Natural Sciences.  
 7 Junior and 5 Senior, or 19 per cent., did not teach English Composition.  
 7 Junior and 1 Senior, or 12 $\frac{1}{2}$  per cent., did not teach Algebra.  
 6 Junior and 1 Senior, or 11 per cent., did not teach Ancient or Modern History.  
 6 Junior and .. Senior, or 9 $\frac{1}{3}$  per cent., did not teach Euclid.  
 2 Junior and 2 Senior, or 6 per cent., did not teach Writing.  
 2 Junior and 1 Senior, or 4 $\frac{2}{3}$  per cent., did not teach Modern Geography.  
 1 Junior and 1 Senior, or 3 per cent., did not teach Ancient or Modern Geography.  
 1 Junior and .. Senior, or 1 $\frac{1}{2}$  per cent., did not teach either French, Greek, or Latin.  
 1 Junior and .. Senior, or 1 $\frac{1}{2}$  per cent., did not teach History or Geography.  
 1 Junior and .. Senior, or 1 $\frac{1}{2}$  per cent., did not teach Arithmetic.  
 18 Junior and 8 Senior, or 40 $\frac{2}{3}$  per cent., were not opened or closed with Prayer.  
 12 Junior and 9 Senior, or 33 per cent., did not use either Bible or Testament.  
 9 Junior and 5 Senior, or 22 per cent., had neither Prayer nor reading of the Bible.

(2) The Grammar Schools have hitherto had to contend against innumerable difficulties and drawbacks. The chief of which has been the utter absence of any recognized System in their management, or any Curriculum, or fixed standard of education. Each School was independent of every other Grammar School, and all were officially isolated from the Common School,—their natural source of supply—on the one hand, and from the University Colleges,—their natural limit of instruction,—on the other. In addition to this, their means of raising funds for their support were limited to the Legislative aid and the Fees received for Tuition. It is to be hoped that provision will shortly be made, as I have already recommended, to place the Grammar Schools on a footing of equality (as it regards their ability to assess and collect money for the erection, repairing and maintenance of the Schools), with the Common Schools in Cities, Towns, and Villages. This would at once place them in a position to accomplish the object of their establishment, and would tend to raise the tone and standard of education in their respective Counties. But, although, until recently, the Grammar Schools had very little means, or opportunity, to promote this object, still a few of them did rise above these peculiar difficulties,—a proceeding which was highly creditable to the Masters who conducted them; yet, these Schools, being without any determinate position, the majority of them failed to exhibit either the characteristics, or legitimate fruits, of a good Common, or Grammar, School. This anomalous state of things happily ceased in 1854; and the Programme of Classification and Studies, which has been adopted by the Council of Public Instruction approved by Your Excellency-in-Council will, when it comes into operation next August, no doubt, effect a most salutary and important change. This Programme with the accompanying Rules and Regulations, and the prescribed list of Text-books, will be found in Appendix E.\* The expenditure for the salaries of Masters and for Maps and Apparatus, Repairs and Contingencies in 1854 amounted to 12,763 pounds 16 shillings and 6 pence (£12,763 16s. 6d.), 5,485 pounds of this sum (£5,485) were contributed by the Legislature, through the Education

\*Neither the list of Text Books for Grammar Schools, nor Appendix E, is inserted in this Volume. They can be seen in the Appendices to the Journals of the House of Assembly for 1854-55.

Department; 4,374 pounds 3 shillings and 4 pence (£4,374 3s. 4d.) were received from fees; and 2,904 pounds 13 shillings and 4 pence (£2,904 13s. 4d.) were received from Municipal Assessments and from other sources.

(3) With a view to give some information in regard to the past condition and resources of the Grammar Schools of Upper Canada, I addressed the following Note to the Provincial Secretary some time ago:

"As I am anxious to present in my Annual Report as complete a view as possible of state of Education in Upper Canada, I will feel greatly obliged to you if you will have the kindness to cause a Statement of the amounts paid to the several County Grammar Schools in Upper Canada, and any other statistical information respecting the Grammar Schools which may have been given to your Department to be prepared and transmitted to me as early as convenient."

To this Note the following reply was sent to me:

"In reference to your request I beg to state that you will find the amounts paid (under the provisions of the Act of 1841, 4th and 5th Victoria, Chapter 19), to the several Schools in question stated in the Schedule herewith transmitted.

"In addition to this, the Grammar School in each County is entitled to £100 per annum.

"I regret to say that the returns transmitted to the Government from the Boards of Grammar Schools throughout Upper Canada do not supply any statistical information of a satisfactory character respecting them."



STATEMENT, SHEWING THE MONEYS APPROPRIATED TO THE GRAMMAR SCHOOLS IN UPPER  
CANADA FOR THE YEAR 1852, UNDER THE DISTRICT SCHOOLS ACT OF 1841.

County.	Appropriation for 1852.	Amounts paid to Schools at	Number of Pupils attending School.
	£ s. d.	£ s. d.	
Carleton .....	96 0 0	Richmond ..... 64 0 0	42
Essex and Lambton .....	84 0 0	Bytown ..... 32 0 0	42
Frontenac, Lennox and Addington..	164 0 0	Sandwich..... 34 0 0	24
Haldimand .....	57 0 0	Sarnia ..... 50 0 0	50
Hastings .....	96 0 0	Newburgh ..... 54 0 0	98
Huron, Perth and Bruce .....	117 0 0	Napanee ..... 54 0 0	†130
Kent .....	54 0 0	Bath ..... 40 0 0	62
Lanark and Renfrew .....	113 0 0	Kingston ..... 16 0 0	45
Leeds and Grenville .....	155 0 0	Belleville ..... 96 0 0	60
Lincoln and Welland.....	133 0 0	Goderich..... 100 0 0	35
Middlesex and Elgin.....	198 0 0	Chatham ..... 54 0 0	..
Norfolk.....	65 0 0	Perth ..... 23 0 0	‡226
Northumberland and Durham ....	188 0 0	Smith's Falls ..... 30 0 0	48
Oxford .....	*151 0 0	Lanark ..... 30 0 0	39
Peterborough and Victoria .....	83 0 0	Renfrew ..... 30 0 0	50
Prescott and Russell .....	43 0 0	Brockville ..... 20 0 0	41
Prince Edward .....	57 0 0	Prescott ..... 55 0 0	38
Simcoe .....	81 0 0	Gananoque..... 35 0 0	24
Stormont, Dundas and Glengarry ..	141 0 0	Kemptville ..... 45 0 0	31
Wellington, Waterloo and Grey....	203 0 0	Grimsby ..... 45 0 0	38
Wentworth, Halton and Brant.....	†373 0 0	London ..... 50 0 0	50
York, Ontario and Peel .....	408 0 0	St. Thomas ..... 55 0 0	32
		Caradoc ..... 50 0 0	46
		Vienna ..... 43 0 0	63
		Simcoe ..... 65 0 0	46
		Port Trent..... 94 0 0	30
		Bowmanville ..... 94 0 0	30
		Woodstock ..... 70 0 0	45
		Ingersoll ..... 50 0 0	..
		Peterborough..... 83 0 0	..
		Demorestville..... 28 10 0	25
		Consecon ..... 28 10 0	32
		Barrie..... 31 0 0	36
		Bond Head ..... 50 0 0	35
		Williamstown ..... 70 10 0	64
		Dundas ..... 70 10 0	75
		Guelph ..... 100 0 0	..
		Elora ..... 100 0 0	..
		Hamilton ..... 100 0 0	93
		Galt (per annum).... 60 0 0	26
		Ancaster..... 100 0 0	48
		Brantford (per annum) 60 0 0	..
		Paris (per annum).... 60 0 0	..
		Toronto ..... 85 16 8	42
		Newmarket..... 80 10 10	69
		Whitby ..... 80 10 10	80
		Streetsville..... 80 10 10	31
		Richmond Hill ..... 80 10 10	26

\* Including £52 from last year. † Including £108 from last year. ‡ At both United Grammar and Common Schools

VIII. THE PROVINCIAL NORMAL AND MODEL SCHOOLS.—This Institution, so highly prized and so graphically described (in his Despatch to the Colonial Secretary) by Your Excellency's immediate Predecessor, the Earl of Elgin, as "the Seed Plot of the System," still continues to exert a most salutary influence upon our entire School System. The Teachers trained here are eagerly sought for from all parts of the Province, at the end of each Session; and were the supply even greater than it is the demand would still equal it.

(2) The whole number of Applicants who have been admitted to receive instruction from 1847 to 1854, was 1,476—929 males and 547 females, or about 200 per annum. Of these, 736 received Certificates of attendance, or proficiency, on leaving—479 males and 257 females. In addition to the Student-teachers in training in the Normal School, there are also 400 children (200 boys and 200 girls) which receive instruction in the Model Schools connected with the Institution. The weekly fees received from these Pupils amounted in 1854 to £539. Thus the principle of requiring a municipality to contribute an equal amount to the Legislative Grant in aid of Common Schools is maintained, and additional means are also secured for carrying on the Schools with efficiency. The total expenditure of the Normal and Model Schools for 1854 amounted to £3,403 17s., including the weekly allowance made to the Student-teachers.

IX. OTHER EDUCATIONAL INSTITUTIONS.—All the information which the Education Department has been able to procure, in regard to the other Educational Institutions of the Province, is embodied in Table 1 of the Statistics of this Report. From it we learn that there are in Upper Canada, nine Colleges, four of which are possessed of University Powers. Nineteen Academies, or Higher Schools. One hundred and eighty-six Private Schools of various kinds. Fifty-five Separate Schools (Forty-four Roman Catholic, three Protestant, and eight Coloured).

The attendance at these Institutions is, 806 at the Colleges, 866 at the Academies, 4,607 at the Private Schools.

The expenditure of these Institutions for the year 1854, has been estimated, from the best information within the reach of this Department, to be Thirty-one thousand five hundred and seventy-five pounds (£31,575).

(2) The total number of Educational Institutions in Upper Canada is 3,512—an increase of 122 over 1853,—attended by 214,734 Students and Pupils—an increase of 11,581 over last year.

X. SYSTEM OF PUBLIC LIBRARIES.—Before noticing the steps which have been taken to introduce this branch of our System of Public Instruction, I will reply to the only objections made to it: It has been objected,

"That the purchase and sale of School Requisites and Books for Public Libraries, ought to be left to private enterprise,—that the Government ought not to have a Map, or Book, Establishment for the supply of Schools and Municipalities with these essential instruments of sound education and general knowledge,—that the private trader ought not to be injured by Government, with whom he is unable to compete."

REPLY: IF THE LEGISLATURE ESTABLISHES PUBLIC SCHOOLS, IT IS ITS DUTY TO PROVIDE THEM WITH FACILITIES FOR THE PROMOTION OF THEIR EFFICIENCY.

2. This objection is based upon the acknowledged fact, that School Requisites and Books are supplied to local Municipalities much more economically and advantageously for the latter by the aid of Government than by private traders. It is then a question, whether the interests of Public Schools and Municipalities are first to be consulted, or those of private individuals?

3. It is also to be observed, that the same objection may be urged upon the same ground and with equal force against any System of Public Schools whatever, as they



interfere with the calling of the Private Teacher and Tutor; for, in proportion to the excellence of Public Schools, and the degree in which they are aided by the Legislative Grants and local Assessments, and education to individual thus cheapened, will Private Schools decline, and the interests of Private Teachers be affected?

4. The same objection lies equally against all endowments, or public aid, to Colleges, as the calling of the Private Tutor is thereby injured, and, for the most part, extinguished in regard to the whole business of Collegiate Teaching. The interests of a class of Private Teachers are as much entitled to protection against the competition of Public Schools, as are the interests of a class of private Booksellers to protection against the competition of Government in supplying the Public Schools with the requisite Maps, Apparatus and Libraries. If the interest of an individual, or a class, are to be placed before those of the community at large, then there can be no System of Public Instruction whatever, nor any public aid to any branch of the education of the people. But such an objection has never been admitted in the Government and Legislation of any enlightened Country.

5. The ground on which the Public Schools and Municipalities are provided with School Requisites and Libraries, through the medium of a Public Department, and by means of Public Grants, is as unquestionable as it is simple and obvious. It is the legitimate consequence of having Public Schools, for, if a people determine through the Legislature that they will have Public Schools at all, it is clear that those Schools should be made as efficient as possible, and that nothing should be omitted to render them so. If it is, therefore, the duty of the Legislature to promote the education of the people by the establishment of Public Schools, it is equally its duty to provide all possible facilities and means for supplying those Schools with the Maps, Apparatus, and Libraries, which render them most instrumental in educating and instructing the people.

6. The Legislature will, therefore, no doubt, make the same provision for aiding Public Schools and Municipalities, in providing themselves with School Maps, Apparatus and Libraries, as it has done for the Training and support of their Teachers; and the unseemly opposition which has been attempted by two or three newspapers, in the interest of as many selfish Booksellers, has hitherto found no echo in the voice of the Press generally, and not a single response within the halls of the Legislature.

7. The objection too, is founded upon a false view of the legitimate sphere of Government duty and private enterprise. It is as much the duty of Government to adopt the most economical and effective means to furnish the Public Schools with all the needful Appliances and Instruments of usefulness, as to provide these for any one of its own Departments. The extent and manner in which it does so, must depend on circumstances, and is a matter for the exercise of its own discretion, irrespective of any pretensions of private, against public, interests. The private Bookseller has a right to sell his Books as he pleases; and each School Section and Municipality, and each Public Body of every description, as well as each private individual, and not less the Government, has a right to purchase Books where and of whom they please. Each Municipality, as well as the Legislative Assembly itself, may have its own Library procured and imported by a private Agent, and not by a public Trader to whom large additional prices must be paid for his risks and profits.

8. Besides, nearly all of the Maps and other articles of School Apparatus, and most of the Books for the Libraries, were unknown in the Country and would have been unknown, had they not been introduced by the agency of a Public Department. I believe that private Booksellers have largely profited by what I have done in this respect; that they have found a demand for many books which, no doubt, have first been made known in the official catalogue of the Education Department, and through the medium of the Public School Libraries. They have the entire and exclusive possession of the field of private trade; and with this they should be satisfied, without claiming to be the sole and uncontrolled medium of supplying the Public Schools and Municipalities with Books and School Apparatus at a higher cost.

9. I have also considered it my duty to import nothing that could be produced in the Country. I get most of the Maps mounted and many of them coloured in Toronto; I have introduced Models of School Furniture, and encouraged its domestic manufacture, so that it is now becoming an important branch of business. All our Common School Books are now printed in the Country; and I hope the day is not far distant when, in the largest sense, Canada will be a book publishing, as well as a book reading, Country.

10. Having noticed, perhaps more formally than was necessary, this only and narrow objection against Public Libraries, I will now state the steps which have been taken to establish this vitally important branch of our System of Public Instruction, and some of its results and advantages.

11. The first practical step towards establishing Public School Libraries in Upper Canada, was taken in the autumn of 1850.\* In that year, and in 1851, the preliminary arrangements were made with the chief Publishers in England and the United States, to supply the Education Department with quantities of such works as might be selected by me, and approved by the Council of Public Instruction for Upper Canada.

12. In 1853-4, the arrangements in regard to this important branch of our System of Public Instruction were perfected; and towards the close of the year—(having obtained the necessary supply of Books from England and the United States)—the first Library was despatched from the Education Department. Since that time, the Officers of the Department, charged with this special duty, have been incessantly engaged in receiving Books, and in despatching Libraries to every part of Upper Canada. Up to the date of this Report there were despatched from the Library and Map Depositories, Libraries containing 105,509 Volumes. A detailed statement of the number of Libraries sent out, the names and designation of the Municipalities and School Sections, which have procured Libraries, the amounts contributed from local sources for this subject, the number of Volumes sent out in each department of literature, and other statistical information in regard to Libraries up to the close of 1854, will be found on referring to Table K, of this Report.

13. It will be seen by Table K of this Report how widely the advantages of these Public Libraries have already been diffused. Each of the forty-two Counties in Upper Canada, with the exception of Addington, Bruce and Victoria, has availed itself of the facilities for the establishment of School Libraries, which the Department, through the liberality which the Legislature has been enabled to afford. They have been equally open to the most distant School Sections, as well as to the Metropolis,—to the most remote and thinly inhabited Municipalities, as well as to the most populous and wealthy. Each has been aided from the Legislative Grant for Libraries, and supplied with Books, according to the extent of their own exertions, and the amount of money contributed from their own resources.

14. As a singular instance of how little influence distance can have in preventing the establishment of Public Libraries, I may mention that, while very respectable Libraries have been despatched to the extreme northern Townships of the Province, bordering on the Ottawa River, not a single Book has yet been procured for Public School Libraries in either of the populous and important Cities of Toronto, Ottawa, or London; while the School Authorities in each of these Cities complain of a want of some additional inducements to encourage the idle boys in their streets to attend the Schools and enjoy the advantages of instruction. It is but reasonable to suppose that, if the inducement of free access to the interesting and often beautifully illustrated works on various branches of knowledge and of social duties (in the "Practical Life" Section of the official Catalogue), which are usually supplied, were held out and explained to the parents of those children, or to the lads themselves, the groups of idle, listless, or mischievous Boys, would, in a short time, be very materially lessened. Young people are easily interested, and soon acquire a taste of reading, but, when left

\*See Chapter X, pages 97-99 of the Tenth Volume of the Documentary History. See also pages 190-201 of the same Tenth Volume.



to themselves, instead of to the companionship of good Books, this taste soon degenerates into a morbid craving for the most dangerous and worthless productions of the press.\*

15. The magnitude and importance of this noblest feature of our Public School System was deeply felt by Lord Elgin, who, in one of his Valedictory Addresses, delivered on leaving the Province, referred to the—

“TOWNSHIP AND COUNTY LIBRARIES AS THE CROWN AND GLORY OF THE INSTITUTIONS  
OF THE PROVINCE.”

This is certainly the true light in which we view such great instruments, in the hand of Providence, for the amelioration of society and the enlightenment of the public mind. The youth attending our Schools are taught to read, and read they will, either for good or evil. It, therefore, becomes an important and momentous question in all Systems of Public Instruction, how shall this want be supplied,—this craving for intellectual food be satisfied. The question has ever been an anxious one with me. Each step has been carefully pondered, and each conclusion has been cautiously arrived at. It is, therefore, a matter of satisfaction to know, that this care and anxiety has not been in vain, but that there will have been put into circulation in Upper Canada, before these pages are printed, upwards of 110,000 Volumes of choice and excellent works, relating to almost every department of literature and science.†

16. The many references to the popularity and usefulness of these Libraries contained in the extracts from the remarks of the Local Superintendents, as given in Appendix A of this Report,‡ shew the great good which the circulation of the Books already sent out has accomplished. It is hoped that the Legislature will concur in the appropriation of a still further sum to aid in the diffusion of additional light and knowledge in Upper Canada, and the source of much comfort and enjoyment during the long nights of our Canadian Winter.§

It has been objected, that our School System has been adopted from that established in the State of Massachusetts,—the tendency of which is alleged, by the objectors, to irreligion. I reply that the Religious features of our School System have been derived from the Irish School System,—whose Text-books and General Regulations have been adopted; ¶—that the only feature of the Massachusetts School System which has been introduced into Upper Canada is the principle of supporting Schools by a rate upon property, and thus making the Schools free; but this is at the option of each Municipality. However, as to the Religious and Moral character and tendency of the Massachusetts School System,—the testimony of competent and unexceptionable Witnesses may be given—shewing how perfectly ignorant the Canadian objectors are on a subject on which they have written so confidently, and make assertions so unjust and unfounded. This testimony, and an explanation of the circumstances under which it was given, will be found in Appendix G of this Report.

NOTE.—The evidence in regard to the “Religious and Moral tendency of the Massachusetts School System,” given in Appendix G of this Report, extending to

\*President Elliot, of Harvard University has lately called attention to this pernicious class of literature and to its evil influences. See Note on page 294 of the Tenth Volume of the Documentary History.

†When the Educational Depository was closed in 1877 the number of Prize and Library Books sent out by it amounted to one million, two hundred and fourteen thousand, four hundred and seventy-one Volumes: (1,214,471.)

‡These “Extracts,” although most interesting, are not inserted. They can be seen in the Appendix to the Journals of the House of Assembly for 1854-55.

§In 1850, the Legislature made a grant of Twelve thousand dollars, (\$12,000,) per annum for the establishment and support of School Libraries, and in 1853 it made a further grant of Fourteen Thousand Dollars (\$14,000) per annum, or \$24,000 in all, for the establishment and extension of Public Libraries, in connection with the Grammar and Common Schools of Upper Canada.

¶In the same year, (1853), the Legislature made a further grant of Ten thousand dollars, (\$10,000), a year, to be expended in providing the Grammar and Common Schools in Upper Canada with Maps and Apparatus, etcetra.

|| See page 71 of the Tenth Volume of the Documentary History, in connection with pages 155-157 of the Sixth Volume. In regard to the Irish National Text-books; see also Chapter XIII. of the same Sixth Volume, page 273.

twenty-seven pages, is not inserted here, as it can be seen in the Appendices to the Journal of the House of Assembly for 1854, 55.

Tables S and T of this Report contain a summary of interesting facts. The first (Table S) shews the total amount granted by the Legislature for the support of the entire system of Public Schools in Upper Canada connected with this Department; and, also, the corresponding amount contributed by the different Municipalities for the same object. From this financial summary, it appears that the aggregate of the yearly Legislative Aid, in favour of the Public Schools, amounted to Thirty-nine thousand two hundred and fifty four pounds, twelve shillings and eight pence (£39,254 12s. 8d.) and the Local Equivalent to Forty thousand five hundred and ninety-eight pounds, two shillings and five pence (£40,598 2s. 5d.). This is independent of the large sums contributed by the people themselves, through the School Trustee Corporations, amounting to One hundred and thirty-three thousand, one hundred and thirty-two pounds twelve shillings and seven pence (£133,123 12s. 7d), or, to a total sum of One hundred and seventy-three thousand, seven hundred and thirty pounds fifteen shillings (£173,730 15s. 0d.) contributed from local sources; making a grand aggregate of Two hundred and twelve thousand nine hundred and eighty-five pounds seven shillings and eight pence (£212,985 7s. 8d.) expended in 1854, for the maintenance and support of the Grammar and Common Schools in Upper Canada, under the supervision of this Department. Table T exhibits an interesting tabular view of the comparative results of the Public School System, from 1842 to 1854 inclusive.\* This Statistical Table is worthy of careful study. It shews at a glance the steady intellectual progress which has been made in Upper Canada, during the last twelve years. This progress is but an earnest of what may yet, under Providence, be reached during the next twelve years, and which, if it at all keeps pace with the past, will place Canada among the first Educating Countries in the World.

TORONTO, March, 1855.

EGERTON RYERSON.

## A PAPER ILLUSTRATIVE OF THE STATE AND PROGRESS OF THE COMMON SCHOOL SYSTEM OF UPPER CANADA, 1842-1854.

The System of Public Elementary Education in Upper Canada has now been in operation a sufficient length of time to enable us to determine how far it has accomplished the object of its establishment.

The history of Popular Education in Upper Canada divides itself into three periods: (1) The first dates from the year 1816, when legislative provision was first made for the establishment and maintenance of Common Schools;† (2) the second dates from the Union of the Provinces in 1841; and (3) the third embraces the years 1850-1855,—1850 being the date of the passing of the School Act, which forms the ground-work of the Common School System.

Each of these periods constitute a separate epoch in the history of Common Schools in Upper Canada; and each is marked by some peculiar feature of its own; but united they present conclusive evidence of a silent but gradual progress towards the solution of that long unsettled question,—the entire practicability of a National System of Education, commensurate with the wants of an intelligent and enlightened people, and enlisting the sympathies of all classes of citizens in its support.

4. We are entirely destitute of statistical information in regard to the character and condition of our Common Schools during the long interval of 35 years—from 1816 to 1842. We can, therefore, only give a summary of our progress from the year 1842 to 1854, as follows:—

\*This Table is inserted on next page, under the heading of a "General Statistical Abstract" etcetera.

†The Act of 1816, authorizing the establishment of Common Schools, is printed on pages 102-104 of the First Volume of the Documentary History of Education in Upper Canada.



## A GENERAL

Exhibiting the Comparative State and Progress of Education in Upper Canada,  
Normal and Model Schools, during the years 1842 to 1854 inclusive.

No.	Subjects compared.	1842	1843	1844	1845	1846
1	Adult population in Upper Canada.....	486,055		.....	*622,570	.....
2	Population between the ages of five and sixteen years .....	141,143		183,539	202,913	204,580
3	Colleges in operation .....	5		5	5	5
4	County Grammar Schools and Academies.....	*25		*25	*30	*31
5	Private Schools reported.....	*44		*60	*65	*80
6	Normal and Model Schools for Upper Canada .....	.....		.....	.....	.....
7	Total Common Schools in operation as reported .....	1,721		2,610	2,736	2,589
8	Grand Total Educational Establishments in operation in Upper Canada.....	1,795		2,700	2,836	2,705
9	Free Schools reported in operation.....	No reports		No reports	No reports	No reports
10	Total Students attending Colleges and Universities .....	No reports		No reports	No reports	No reports
11	Total Students attending Academies and County Grammar Schools .....	No reports		No reports	No reports	No reports
12	Total Pupils attending Private Schools ..	No reports		No reports	No reports	No reports
13	Total Students and Pupils attending Normal and Model Schools for Upper Canada .....	No reports		No reports	No reports	No reports
14	Total Pupils attending the Common Schools of Upper Canada.....	65,978		96,756	110,002	101,912
15	Grand Total Students and Pupils attending Universities, Colleges, Academies, Grammar, Private and Common Schools ..	65,978		96,756	110,002	101,912
16	Total amount available for the Salaries of Common School Teachers in Upper Canada .....	£41,500		£51,714	£71,514	£67,906
17	Total amount levied or subscribed for the erection or repair of School Houses ....	No reports		No reports	No reports	No reports
18	Grand total available for Teachers' Salaries and the erection and repairs of School Houses.....	No reports		No reports	No reports	No reports
19	Amount received by other Educational Institutions.....	No reports		No reports	No reports	No reports
20	Grand total available for Educational purposes in Upper Canada.....	No reports		No reports	No reports	No reports
21	Total Common School Teachers in Upper Canada .....	.....		.....	2,860	2,925
	Total Male School Teachers in Upper Canada .....	.....		Not	separately	reported
	Total Female School Teachers in Upper Canada .....	.....		Not	separately	reported
22	Average number of Months each Common School has been kept open by a qualified Teacher .....	.....		7½	8	8½
23	Net average attendance of Pupils at the Common Schools during the Summer of ..	No reports		No reports	No reports	No reports
	Net average attendance of Boys at the Common Schools during the Summer of ..	No reports		No reports	No reports	No reports
	Net average attendance of Girls at the Common Schools during the Summer of ..	No reports		No reports	No reports	No reports
24	Net average attendance of Pupils at the Common Schools during the Winter of..	No reports		No reports	No reports	No reports
	Net average attendance of Boys at the Common Schools during the Winter of..	No reports		No reports	No reports	No reports
	Net average attendance of Girls at the Common Schools during the Winter of..	No reports		No reports	No reports	No reports

\* An approximation only, no specific information having been received by the Department.

## STATISTICAL ABSTRACT,

as connected with Universities, Colleges, Academies, Grammar, Private, Common,  
Compiled from Returns in the Education Department.

1847	1848	1849	1850	1851	1852	1853	1854	No.
.....	725,879	.....	803,493	950,551	953,239	.....	.....	1
230,975	241,102	253,364	259,258	258,607	262,755	268,957	277,912	2
6	6	7	7	7	8	8	9	3
32	33	39	57	70	74	79	84	4
96	117	157	224	159	167	174	186	5
2	2	2	2	2	3	3	3	6
2,727	2,800	2,871	3,059	3,001	3,010	3,133	3,244	7
2,863	2,958	3,076	3,349	3,239	3,258	3,397	3,515	8
No reports	No reports	No reports	252	855	901	1,052	1,177	9
700	740	773	684	632	751	756	800	10
1,100	1,115	1,120	2,070	2,800	3,194	3,936	5,153	11
1,831	2,345	3,648	4,663	3,948	5,133	3,822	4,607	12
.....	256	400	370	356	645	743	622	13
124,829	130,739	138,465	151,891	168,159	179,587	194,736	204,168	14
131,360	135,295	144,406	159,678	175,895	189,310	203,993	217,356	15
£77,599	£86,069	£88,478	£88,429	£102,050	£113,991	£131,039	£151,756	16
No reports	No reports	No reports	£14,189	£19,334	£25,094	£30,630	£43,868	17
No reports	No reports	No reports	£102,619	£121,384	£139,085	£161,669	£195,624	18
No reports	No reports	No reports	.....	£32,834	£36,989	£37,810	£43,504	19
No reports	No reports	No reports	.....	£154,218	£176,074	£199,479	£239,128	20
3,028	3,177	3,209	3,476	3,277	3,388	3,539	3,539	21
2,365	2,507	2,505	2,697	2,551	2,541	2,601	2,508	
663	670	704	779	726	847	938	1,031	
8½	9	9½	9½	9	9	10	9½	22
No reports	70,459	72,204	76,842	83,390	85,161	90,096	91,880	23
No reports	38,539	39,382	41,784	44,647	45,409	48,668	49,475	
No reports	31,920	32,822	35,040	38,743	39,752	41,428	42,405	
No reports	76,711	78,466	81,469	84,981	86,756	90,659	92,925	24
No reports	45,429	46,402	48,303	49,060	49,867	52,252	52,696	
No reports	31,282	31,964	33,161	35,921	36,889	37,407	40,229	



NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they have been sufficiently so to establish a data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Common School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of *all* of our Educational Institutions—Primary, Intermediate and Superior.

5. This Table, compiled from the Official Records of the Education Department, exhibits in clear and unmistakable light the satisfactory progress which Upper Canada has made in the great work of Public Instruction and enlightenment from 1842 to 1854.

6. It proves that while the school population has increased at the rate of about ten thousand per annum since 1842, (doubling itself in thirteen years), the Pupils at the Common Schools have increased at the rate of nearly twelve thousand per annum, (thus trebling the attendance during the same period); that out of a school population of two hundred and sixty-nine thousand in 1853, one hundred and ninety-five thousand were attending school; and out of a school population of two hundred and seventy-eight thousand in 1854, two hundred and four thousand were attending school during one period of the year or other; that Free Schools have been multiplied; that the sums available for the salaries of Teachers, and for the purchase of Maps and Apparatus, have been augmented at the rate of Thirty thousand pounds, (£30,000), per annum; that the character and style of the School Houses and their Architecture are greatly improved from year to year; and that for all those material elements of educational prosperity, which are the true tests of intellectual progress, Upper Canada has not only much cause for congratulation, but that she has the strongest reason for an increased determination to guard sacredly and intact a System of Education capable of conferring so many advantages upon the Country.

7. It may be proper to remark here that, although the Annual Reports of the Chief Superintendent of Education exhibit a continuous and satisfactory progress of the Upper Canada Common School System, these Reports have also exhibited its lights and shades, its failures and its successes;\* and have pointed out with distinctness and emphasis the sources of weakness, the evils to be guarded against, and the points susceptible of improvement. The statistical Tables of these Reports have been especially compiled to enable the Legislature and the public generally to test, by the severest scrutiny, every alleged success, and to analyse most critically the cause of any apparent failure. They enter minutely into every feature of the School System of Upper Canada—its Finances, the Attendance of Pupils, Modes of Teaching, Branches of Instruction, Books used, Qualification of Teachers, Condition of School Premises, Official Duties of Local Superintendents and School Visitors, Maps and Apparatus in use, and all other items of information which are necessary to any satisfactory inquiry into the working of a System of Public Instruction. An annual series of Reports, so constructed, will be available as a guide in future Legislation on this important subject, besides furnishing ample materials to the Historian for an accurate survey of our Educational State and Progress.

8. To render the system of National Education in Upper Canada as effective as possible, the following, among others, were deemed essential in laying its foundation:—†

\*They are fully portrayed in a Paper appended to the Chief Superintendent's Annual Report for 1853. See page 161 of this Volume.

†These points were fully discussed and illustrated by the Chief Superintendent of Education in his Report on a System of Public Elementary Instruction for Upper Canada, printed on pages 138-211 of the Sixth Volume of the Documentary History.

- (1) That the system itself should be based upon Christian Principles.
- (2) That it should provide for Municipal control and co-operation, and for Local management and oversight.
- (3) That it should embrace a Gradation of Schools—Primary, Intermediate and Superior—(or the Grammar Schools).
- (4) That Departmental control should be advisory, impartial and uniform; in some respects judicial, (in so far as such questions involve the due expenditure of, and the careful accounting for, all School Moneys so expended); that the Department should prescribe the General Regulations, and provide facilities for improving the condition of the Schools, furnishing them with superior Teachers, with Libraries, Maps, Apparatus and Text-books; and that it should annually collect and embody in a General Report the grand result of the united labours of all persons engaged in this real work, for the information of the general public and the guidance of the Legislature.

9. The expediency of a comprehensive system of National Education, founded upon these principles, controlled by the Legislature and directed by an intelligent and responsible Provincial Officer, had long been felt and admitted by everyone. And such a System has been established in Canada by the unanimous and deliberate voice of her Legislature and people; and that System has now become one of the Great Institutions of the Province. It is interwoven into the very network of society. It is, as provided by law, controlled and sustained by every Municipality of the Province. It is essential to our very existence as an intelligent people, and to the existence of our Civil and Religious Rights and Privileges. It is, therefore, a subject which cannot with safety be rudely or capriciously dealt with. As a National system its unity and completeness cannot be broken or imperilled at random. If any departure from the great and settled principles upon which it is wisely founded be expedient, that departure can only be justified by the direct necessity, and should not be made in a partizan and de-national spirit. To mar its proportions, or to wound and pierce its vitals, is not a proceeding which should excite a feeling of satisfaction, or be regarded as a party triumph. The cause is too sacred.

10. To maintain the Public School System of Upper Canada in its integrity, and to render it still more efficient, have ever been prominent objects with the Education Department. Every effort has been made to improve, extend and consolidate that System; the facilities enjoyed by the Department for acquiring information in regard to the School Legislation, and experience and Systems in other Countries, have been unceasingly employed for the improvement of our own; and even now the active labours of the Chief Superintendent, while in Europe, are directed not only to the adoption of measures for perfecting the details of our School System and for providing additional facilities for the purposes of instruction in the Schools, but also to the establishment of an Educational Museum which, as a higher instrument or means of instruction, will be unequalled on this Continent.

11. On the other hand, the unanimity with which the different Municipalities of Upper Canada continue to sustain the Educational System is in the highest degree satisfactory and animating. It proves how sure is the hold which that system has acquired upon the feelings and affections of the people. The desire to obtain good Teachers is evidenced by the unusual number of applications which is constantly being made at the Normal School for Trained Teachers. The supply does not equal the demand, although hitherto it was considered ample. The voluntary contribution during 1853-5 of about Ten thousand dollars, (\$10,000), per annum for the Public School Libraries, in addition to the ordinary expenditure in support of the Schools, was a noble indication of the determination of the people of Upper Canada to avail themselves of the store-houses of knowledge which heretofore have been available only to a privileged few. The extraordinary demand for Maps, Apparatus and School Requisites,



which is continually being made upon the Education Department prove how sincere are the efforts of the Trustees and Rate-payers to elevate the character of the Schools, and to increase the Facilities of Instruction to the utmost extent. Add to this fact that not less than one-half a million of dollars, (\$500,000), are also annually contributed from Local Sources alone for the payment of the salaries of Common School Teachers, and we may well say that, as Canadians, we have reason to refer with pride to the exertions of the Municipalities and Trustees to sustain our Public Schools.

12. With a spirit no less generous and enlightened has the Legislature of Canada seconded the efforts of the people in this great work. Thus far it has not permitted the subject of Education to be mixed up with the exciting political questions of the day. It has been discussed apart and in the true spirit of Christian Patriotism. It has never yet degenerated into the symbol of a partizan warfare. And it is fervently hoped that it never will; that although now and then peculiarly exciting phases of the question may be under discussion, the great and paramount importance of the subject itself, and its National sacredness, will never be lost sight of, but that Legislature and people will still vie with each other in their efforts to render our Educational System, in the memorable words of Lord Elgin, (in speaking of the Public Libraries), still more "The Crown and Glory of the Institutions of the Province."

## ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR 1855.

*To His Excellency Sir Edmund Walker Head Governor-General.*

MAY IT PLEASE YOUR EXCELLENCY:—

In presenting to Your Excellency my Report of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1855, I am happy to be able to state that there is no abatement in the progress of our System of Public Instruction, but a larger increase in the number of Pupils attending the Schools, and in the amount of moneys provided for their support by local self-imposed Rates on the part of the people, than has been reported during any preceding year.

2. Hitherto, from motives of economy in printing these Annual Reports, I have inserted in them the Statistics of the Schools in the Townships only once a year,—limiting myself, during the four years out of five, to the Statistical School Returns from Counties. The last being the fifth year since I included School Statistics of the Townships in my Returns, my present Report contains the School Statistics of three hundred and fifty-nine Townships, as well as those from forty-two Counties, five Cities, sixteen Towns, five Towns with Municipalities only, and twenty Incorporated Villages of Upper Canada. The copious extracts which I have given in Appendix A from the Reports of Local School Superintendents, present, with intelligent and anxious faithfulness, the darker as well as lighter shades in regard to the provisions and operations of our whole School System.\* The same remark applies to the first Reports of the Inspectors of Grammar Schools in Appendix B.† The examination of the Statistical Tables and extracts of local School Reports is the best means of learning, or forming, a correct and enlightened opinion of what are the principles and working of the System of Public Instruction in Upper Canada,—its obstacles, its progress, its success, its defects and excellencies. It may, however, be proper for me to make a few explanatory references and remarks on the subject.

\*These "Extracts" are too voluminous to be inserted with this Report; but they can be seen in the Appendices of the Journals of the House of Assembly for 1856.

†These "first Reports" on the state of the Grammar Schools are inserted for obvious reasons. They will form a subsequent Separate Chapter to themselves.

### I. COMMON SCHOOL MONEYS,—ASSESSMENT AND EXPENDITURE.

Table A of this Report shows that while the Legislative School Grant apportioned to the Municipalities last year amounted to Twenty-four thousand four hundred and seventy-four pounds, (£24,474), the local Municipal Assessment for School purposes amounted to Forty-five thousand one hundred and twenty-three pounds, (£45,123), nearly twice the amount of the Legislative School Grant, and being an increase of Twelve thousand one hundred and twenty-six pounds, (£12,126), on the Municipal Assessment of the preceding year.

The aggregate amount of the local Trustees' School Assessments last year was One hundred and nine thousand seven hundred and eleven pounds, (£109,711), being, after deducting the equivalents not charged against it last year, amounting to Forty-one thousand six hundred and eighty-two pounds, (£41,682), an increase over that of the preceding year of Sixteen thousand and forty-five pounds, (£16,045).

The amount of Rate-bills on children and subscriptions last year was Thirty thousand eight hundred and seven pounds, (£30,807); a decrease of Five thousand and ninety-two pounds, (£5,092), on that of the preceding year.

The amount expended for Maps and other School Apparatus was Two thousand and sixty-four pounds, (£2,064), an increase on the preceding year of One hundred and sixty-nine pounds, (£169).

The amount expended on School Sites and Buildings was Thirty-four thousand two hundred and seventy-two pounds, (£34,272), an increase on the preceding year of Twelve thousand one hundred and fifteen pounds, (£12,115).

The amount expended in the payment of Teachers' Salaries was One hundred and seventy thousand and twenty-seven pounds, (£170,027), being an increase in the preceding year of Twenty-five thousand three hundred and nine pounds, (£25,309), or more than one hundred thousand dollars. The increase in the sums for the payment of Teachers' Salaries, and the erection of School Houses, is the truest and most practical test of the progress of a School System; and under both of these heads the Returns are more satisfactory and encouraging.

The total amount expended for Common School purposes last year was Two hundred and twenty-four thousand eight hundred and eighteen pounds, (£224,818), being an increase on the expenditure of the preceding year of Twenty-three thousand seven hundred pounds, (£23,700), the largest increase which has ever taken place in one year in this branch of Public Instruction.

### II. SCHOOL POPULATION AND COMMON SCHOOL PUPILS.

According to Table B the School Population between the ages of 5 and 16 years was 297,623, being an increase on the preceding year of 19,711.

The number of children between those years attending School was 211,629, increase on the preceding year of 18,292. The number of Pupils of other ages was 16,235, an increase of 5,404. The whole number of children attending the Schools was 227,864, being an increase on the preceding year of 23,696.

The number of Boys attending the Schools was 125,678, an increase of 12,793; the number of Girls attending the schools was 102,186, an increase of 10,903.

The number of "indigent children" reported as attending was 3,059, being a decrease of 808.

This Table (B) exhibits also the classification of Pupils, and shows a very gratifying increase in the more advanced classes of Reading, and in the higher subjects of Common School Education, such as Grammar, History, Book-keeping, Mensuration, Algebra, Geometry, elements of Natural Philosophy, Vocal Music and Drawing.

### III. NUMBER OF COMMON SCHOOLS, AND WHEN ESTABLISHED.

It appears from Table C that there were in 1855, 3,525 School Sections in Upper Canada, being an increase of 113; that there were 3,325 Schools opened, being a



decrease of 81. There were, therefore, two hundred School Sections in which there were no Schools, or from which no reports were received.

This Table, (C), also shows that the number of Free Schools in operation in 1855 was 1,211, an increase of 34. The number of Schools, partly free, was 1,665, an increase of 496. Of these 544 were Schools in which the Rate-bills were less than one shilling and three pence per month for each Pupil. Thus 1,755, out of the 3,325 Schools reported, were more free than the law requires, showing the result of experience and the tendency of the public mind to be in favour of Free Schools.

This Table likewise contains all the information which I have been able to collect as to the number of Schools which have been established in each Municipality during each year since 1816.

#### IV. TEXT BOOKS AND APPARATUS USED IN THE COMMON SCHOOLS.

Of the 3,325 Schools reported in 1885 the Irish National series of Text-books are used in 3,126. Thus, this excellent series of Books may be considered as the "School Text-books" of Upper Canada,—printed, as they are, in the Country, approved and used by the Country, as well as recommended by public authority. The Books not recommended, or sanctioned, according to law are fast disappearing from the Schools.

There were Maps in 1,728 Schools, increase 150, and Black-boards in 2,399 Schools, increase 32.

The number of Schools which were opened and closed with Prayer was 1,003, increase 520; and the number, in which the Bible and Testament were read, was 1,963, increase 152.

#### V. COMMON SCHOOL TEACHERS, THEIR RELIGIOUS FAITH, AND SALARIES.

The whole number of Teachers employed during the year in Upper Canada in 1855 was 3,565, of whom 2,568 were Males, increase 56; and 997 were Females, decrease 34. Members of the Church of England, 716, increase, 14; Roman Catholics, 396, decrease, 25; Presbyterians, 998, increase, 18; Methodists, 957, decrease, 52; Baptists, 183, decrease, 44; Congregationalists, 57, decrease, 51. The highest salary paid to a Teacher in a City was Three hundred and fifty pounds; in a Town, Two hundred pounds; in a Village, One hundred and thirty pounds; in a County, One hundred and sixty pounds.

#### VI. SCHOOL HOUSES, SCHOOL VISITS, LECTURES, TIME OF KEEPING THE SCHOOLS OPEN.

The returns of School Houses for 1854, or 1855, or, for both years, seem to be very imperfect. . . . According to this Table, (F), the number of School Houses built during 1855 was 195, of which 31 were of Brick, 10 of Stone, 49 Frame, 46 Log, 59 not reported. The whole number of School Houses reported, was 3,362.

The whole number of Visits to Schools made during the year was 40,704—increase, 996. Of these Visits, 6,916 were made by Local School Superintendents, increase 50; by Clergymen, 3,335, increase 305; by Municipal Councillors, 1,396, decrease 13; by Magistrates, 1,399, increase, 34; by Judges and Members of Parliament, 365, increase 192; by Trustees, 15,899, increase 362; by other persons, 11,394, increase 56. Total School Visits during the Year 40,704.

The number of School Lectures on Education delivered by Local Superintendents during the year was 2,082, decrease 71; that is not more than two thirds as many Lectures as there were Schools opened, or as the law required. Lectures by other persons, or voluntary Lectures, 260, increase 185.

The average time during which the Schools were kept open during the Year was 9 months and 20 days, increase 4 days.

## VII. THE COUNTY GRAMMAR SCHOOLS OF UPPER CANADA.

The Tables devoted to Grammar Schools contain the Statistical Returns as to the Receipts and Expenditures of Moneys in support of the Grammar Schools, the whole number of Pupils in them, and the number of Pupils studying each of the several Branches taught, the Text-books used, etcetera.

The amount apportioned from the Grammar School Fund last year was Six thousand five hundred and forty-nine pounds, being an increase on the preceding year of One thousand and sixty-four pounds. The amount received from fees was Five thousand one hundred and twenty-two pounds, increase Seven hundred and forty-eight pounds. The amount of Municipal aid was only One thousand six hundred and thirty pounds; from local sources, One thousand six hundred and twenty-five pounds; balance from the preceding year, Five hundred and fifty-nine pounds, being an increase under these heads of Nine hundred and eighty-six pounds, being an increase on the receipts of the preceding year of Two thousand seven hundred and twenty-two pounds. Of this sum Eleven thousand five hundred and sixty-three pounds were expended in paying the Salaries of Masters, increase Six hundred and ninety-one pounds; and the balance in the Building, Rent, Repairs and Furnishing of School Houses.

The whole number of Pupils in the Grammar Schools during the year 1851 was 3,726, being a decrease of 561, arising from the introduction of the new and advanced Programme of Studies and Revised Regulations, which do not permit the admission, or continuance of A. B. C. Pupils in the Grammar Schools, but which require entrants to these Schools to pass an examination in the higher elements of Common School instruction.

Of the 3,726 Pupils in the Grammar Schools, the number reported as studying Latin was 1,039; Greek, 235; French, 365. It will thus be seen that as yet a very small proportion of the Pupils in the Grammar Schools are pursuing the Studies which constitute the distinguishing characteristic of these Schools.

In my last Report a minute analysis of the Statistical Returns was made to show the actual state of the Grammar Schools, before the new and Revised Regulations, or rather system, came into force; but, as these Regulations only took effect in July last, it is too soon to institute a comparison between the state of the Grammar Schools under the old and new regimes.

In regard to the general state of the Grammar Schools during the last year, and on the introduction of the present Regulations and revised Programme of Studies, I need add nothing to the very excellent Reports of the two Inspectors, who were appointed last year, and from whose annual inspection of these Schools I anticipate the most salutary results.

From these "first Reports" of the Grammar School Inspectors will be seen how great is the need, in many places, of better Buildings for the Grammar Schools, with proper Furniture and Apparatus, and how inadequate has been the law for these purposes, so as to enable Boards of Grammar School Trustees to erect and furnish good Buildings, as well as to provide for the certain and adequate remuneration of Masters and Teachers.

## VIII. THE PROVINCIAL NORMAL AND MODEL SCHOOLS.

The Statistical Table on the subject shews the attendance at the Normal School during the last year to be in advance of that of the preceding year. In regard to the Model Schools,—the Schools of Practice for Students in the Normal School,—the number of Pupils in each of the two, (Boys and Girls,) branches, is limited to 210 pupils, or 420 in all. Although there are hundreds of applications on the Books, that number cannot be exceeded, and new applicants are admitted in the order of their application, unless they are from outside the City of Toronto.



The Desks and Chairs, which have been in constant use in the Model Schools during four years, by children from 5 to 16 years of age, are without blots, or marks—showing the practicability, under a government, strict, mild and parental, to inculcate upon children order, neatness and care, as to the objects in their daily use. The whole system of organization, government and teaching, together with the Maps, Charts and other Apparatus, is such as exemplifies what a Common School should be, and such as has elicited the unqualified admiration of great numbers of Visitors from various Countries. Student-teachers witnessing such arrangements, and employing a portion of each week, during their attendance at the Normal School, in teaching in such Model Schools, cannot fail to possess peculiar advantages in going out as instructors of youth. In the Normal School they attend Lectures and perform severe exercises in the course of instruction; in the Model Schools they reduce to practice the knowledge thus acquired and matured.

The efficiency of the Normal School has, in every respect, been maintained, and in some respects, I think, improved. The practical and thorough character of the mode of teaching, as far as the limited period of attendance on the part of Student-teachers generally admits, favourably compares with that which I have witnessed in any other Country; as also the energy and zeal of the able Masters. The demand for Teachers from the Normal School, and the remuneration offered them, have increased in proportion as they have become known, and much more rapidly than it is possible to train them. Indeed, but a small proportion of the Schools can as yet be provided with Teachers from the Normal School; but the influence of the methods of organization, instruction and government inculcated and illustrated in the Normal and Model Schools is felt throughout Upper Canada, and has already produced a most beneficial change in the character of School-teaching and government, and a higher standard of character and qualification on the part of Teachers, and of comfort and convenience in regard to School Houses, Furniture and Apparatus. The School Houses in the majority of Cities and Towns and in many country places, are now being built and furnished after the plan of the Provincial Model School; and some of them are more spacious and elegant. When the appreciation of the education of the youth of the Country is such that the School House shall be the ornament of the neighbourhood, Village, or Town, and not its disgrace, and when the Schools shall become objects of attraction to Visitors, as well as matters of lively interest to both parents and children, then we may hope to see our Country approaching its high destination in its sources of productiveness and the elevation and advancement of its population.

#### IX. THE FREE PUBLIC SCHOOL LIBRARIES.

In my last Report, an explanation was given of the steps which have been taken for the establishment of a System of Public Libraries in Upper Canada, and the objections which have been made to the establishment of such a system were sufficiently answered. The Report of the year 1854 presented the results of three years' preparation; of a personal visit to the various Counties, and an appeal to them on the subject; of the first applications for a supply of Library Books from all the Municipal and School Corporations that were prepared to establish Libraries on the favourable conditions proposed. In most cases, there was more, or less, opposition to the imposition of a new tax upon the people, and that opposition was generally in proportion to the largeness of the sum proposed to be expended in the purchase of Books. In several instances the Councillors and Trustees, who took the noble responsibility of taxing their Municipality for the establishment of Libraries were rejected for such alleged extravagance, by a majority of their constituents at the ensuing elections. Some time was necessary to allay this opposition and to produce a healthful reaction by the circulation of the Books purchased, and the pleasure and profit experienced in their perusal.

Under these circumstances, it could not be expected that the following year would witness the applications for many additional Books. It is, however, gratifying to observe, that 16,598 volumes have been purchased and put in circulation in Upper Canada during the year. The whole number of Volumes sent out so far by this Department is 116,762, on the following subjects:—History, 20,169 volumes; Zoology, 9,226; Botany, 1,630; Natural Phenomena, 3,615; Chemistry, 976; Physical Science, 2,555; Geology and Mineralogy, 1,074; Natural Philosophy, 1,843; Agricultural Chemistry, 591; Practical Chemistry, 5,507; Manufactures, 5,653; Ancient Literature, 705; Modern Literature, 10,975; Voyages, etcetera, 8,367; Biography, 12,374; Tales, Sketches, and Practical Life, etcetera, 30,379; Teachers' Library, 1,222.

It cannot be expected that the operations of the Libraries would be equally successful in all cases. But the Extracts from the Reports of Local Superintendents, (in Appendix A), show that, with few exceptions, the Books are highly appreciated and largely read. No language can overrate the importance of rendering accessible to the inhabitants, both old and young of all classes, in each Municipality and Section, the championship, (through their biographies), of the works of the wise and good of all ages and nations;—to the students of science and literature, works on every branch and subject of their favourite pursuits;—to the students of history, the lives of nations and individuals;—to Farmers, Manufacturers, and Mechanics, practical works on Agriculture, Manufacturers and Trades; to heads and members of families, works on Practical Life; to the lovers of Travel, of nature, of the marvellous, Voyages, Natural History, Natural Phenomena; to the old, books specially written and selected for their entertainment and consolation; to the young, counsels, Biographies, Histories, Tales, Sketches, etcetera, for their amusement and their instruction. It has been my object, in providing for the establishment of these Libraries, to render accessible to the remotest Township and School Section in Upper Canada the choicest treasures of human knowledge. The circulation already of so large a number of Volumes, on so great a variety of useful and entertaining subjects, must be productive of salutary effects. Yet, only 179 Municipal Libraries, embracing about 509 School Section divisions of them, have been established,—leaving more than 2,500 School Section Libraries, or Sections of Libraries, to be established. This great work has but commenced. It will be one special object of my next Tour of the Province, to call public attention in the Various Municipalities to this vast interest, as I did on the eve of commencing the operations of 1854.

#### X. SCHOOL MAPS, GLOBES, AND OTHER APPARATUS.

It was not until the middle of the year that legal provision was made to aid Trustees to furnish their Schools with Maps, Globes and other Apparatus upon the same terms as those on which they were provided in regard to supplying them with School libraries,—namely, by apportioning one hundred per cent. upon whatever sums they might advance for these Requisites of school instruction. The collection of these Requisites in the Depository of this Department is the most extensive and complete that I have ever seen. Illustrations to the eye, in all possible cases, render the attainment of knowledge easy and agreeable, and facilitate its communication. Under this new arrangement Schools have been provided with Maps, etcetera, to the amount of Four thousand, six hundred and fifty-five dollars, (\$4,655,) comprising 1,304 Maps, 48 Globes, and several hundred articles of other School Apparatus and Requisites. The number of Schools whose Trustees have availed themselves of these facilities, is 159,—namely, 148 Common Schools, 3 Grammar Schools, 4 Union Grammar and Common Schools, and 4 Separate Schools.

#### XI. SUPERANNUATED SCHOOL TEACHERS, AND THE FUND FOR THEIR RELIEF.

In 1853 a Legislative Grant of Five hundred pounds per annum was made "towards forming a Fund for the support of Superannuated, or Worn-out Common School



Teachers, in Upper Canada, under such Regulations as may be adopted, from time to time, by the Council of Public Instruction, and approved by the Governor-in-Council;

"Provided always, that no Teacher shall be permitted to share in said fund who shall not contribute towards it, at least at the rate of one pound per annum, for the period of teaching School, or receiving aid from said Fund, and who shall not furnish to the Council of Public Instruction satisfactory proof of inability from age, or loss of health, in teaching, to pursue that profession any longer; Provided also, that no allowance to any Superannuated or worn-out Teacher shall exceed the rate of One pound ten shillings for each year that such Teacher shall have taught a Common School in Upper Canada."

In pursuance of these benevolent provisions of the law, the Council of Public Instruction proceeded to adopt Regulations and Forms, according to which applications would be received from, and pensions granted to, Worn-out Teachers. In 1854 the grant was increased to One thousand pounds per annum. The number of Worn-out Teachers, who have received aid from this fund is eighty-five; of whom seven are deceased. Two of the first of the worn-out Teachers aided from this fund died on the very day that the cheque for the first instalment of their pension reached their Post Office. The youngest pensioner upon the fund is forty-four years of age; the oldest eighty-three; the average age of the pensioners is sixty-five. Eighty-five applications for pensions have been made to the Department since January, 1856. No pains have been spared in the investigation of the cases of applicants, in order that the liberality of the Legislature might be beneficially applied. To meet the circumstances of these worn-out Teachers, to whom Pensions have been granted, the amount of subscriptions required by law has been deducted from the Pension granted them, instead of requiring them to advance it. Thus, if a pension was granted for forty years' service,—the subscriptions payable, as required by law, would be Forty pounds, or rather Forty-one pounds, including the first year of receiving the Pension, while the highest sum permitted by law to be paid him would be Sixty pounds,—leaving a balance of Nineteen pounds payable to him for the first year. During each subsequent year One pound only would be deducted from his Pension. The sum thus deducted, is credited as subscription paid.

From the limited amount of the Fund and the large number of claimants, the sum annually payable to each is small, and must diminish as the number of claimants increases. Yet, small as this grant is, it has relieved and is now relieving a considerable number of men, poorly remunerated in their day, for their useful labours. It affords no small encouragement to meritorious Teachers, who are devoting their health, strength and lives to the noble work of forming the minds and, to a large extent, the future character of the youth of the land.

It is honourable to Upper Canada to be the first Province, or State, in America in which any public provision whatever is made in aid of the support of Common School Teachers, when they shall have become worn out in the service of their Country.

## XII. LEGISLATIVE SCHOOL GRANTS AND LOCAL ASSESSMENTS.

Table (P), exhibits the distribution of the Grammar and Common School Fund to the various Counties, Cities and Towns of Upper Canada, and the extent to which each has participated in them. The principle of distribution, in regard to the grants for Libraries, Maps and School Apparatus to all the Municipalities, and the principle of re-distribution of the Common School Grants in all the Municipalities, is according to the sum raised, or work performed, in each. The principle of developing and rewarding local effort, but, in no case superseding it, is proved by all past experience to be the most, and, indeed, the only, effectual means of instructing and advancing a free people. The business of the State is not so much to educate the people, as to aid them to educate themselves; and it will have performed its duty just in proportion as it adopts the best means of diffusing information and providing machinery for promoting, encouraging,

assisting, and calling forth enlightened local effort for the instruction and education of the young, and the spread of useful knowledge amongst all classes.

### XIII. COLLEGES, ACADEMIES AND PRIVATE SCHOOLS.

According to Table Q, the statistics of which are very imperfect, there were Ten Colleges, (Four with University Powers), teaching eleven hundred Students and Pupils. The amount of public aid received by them was Twenty-two hundred pounds,—increase Six thousand four hundred and twelve pounds. The number of Private Academies was twenty-nine,—increase ten. The number of Pupils attending them was Ten hundred and fifty-three,—increase one hundred and eighty-seven. There were also Two hundred and seventy-eight Private Schools,—increase ninety-two. The number of pupils attending them was, Six thousand five hundred and thirty-one,—increase nineteen hundred and twenty-four.

### XIV. GENERAL EDUCATIONAL SUMMARY FOR THE YEAR 1855.

Table R exhibits a complete summary of the educational work of Upper Canada during last year. According to it, there were Three thousand seven hundred and ten Educational Institutions, teaching Two hundred and forty thousand eight hundred and seventeen Pupils, for which the people of Upper Canada expended the sum of nearly one million one hundred and fifty-six thousand dollars.

### XV. THE JOURNAL OF EDUCATION FOR UPPER CANADA.

About Five thousand copies of this Publication are issued Monthly and furnished gratuitously to the Trustees of each of the Grammar, Common and Separate Schools, and each of the Local School Superintendents throughout Upper Canada. Apart from original and official Instructions, Notices, etcetera, it is made the repository of a careful selection of the best articles and passages which appear in the Educational Works and Periodicals of Europe and America, embracing every branch, and almost every topic, of the vast science and art of educating the young; also, a digested summary of Literary, Scientific and Educational Intelligence, at home and abroad, with occasional illustrative engravings of Public Institutions, School Houses and Apparatus for Instruction. Great and varied benefits have resulted from the monthly issue of this Periodical during the last eight years.

### XVI. EDUCATIONAL MUSEUM OF MODELS AND OBJECTS OF ART.

A commencement has been made during the last past year towards adding to this Department a collection of School Apparatus, Objects of Art, and Models of Agricultural Implements, etcetera. But, as only few of these objects have yet arrived, and no arrangement of them has yet been made in the Educational Museum of this Department, I will defer all remarks on the subject until next year.

### XVII. GENERAL OBSERVATIONS IN VINDICATION OF OUR SYSTEM OF EDUCATION.

The School law requires me, in presenting my Annual Report, to make "such statements and suggestions for improving the Common Schools and the Common School Laws, and promoting Education Generally, as I may deem useful and expedient;" and, as unprecedented efforts have been made, and are being made, to destroy the character and uproot the foundations of our System of Public Instruction, I think it expedient to explain and vindicate its principles at some length, in regard to the attacks made upon it, and pretensions put forth by the advocates of Separate Schools, and in reference to the question of Religious Instruction in the Schools.



### 1. *Separate Schools.*

1. While the general success of the School System during the year is illustrated by an increase in various departments over that of the preceding years, the people of Upper Canada have evinced an unprecedented unanimity and determination to maintain it in all its integrity. It secures to all what all have a right to claim—equal and impartial protection.

It provides equally for all classes of the community. No example of proselytism, under its operations, has ever occurred; and no charge of partiality in its administration has ever been sustained. No less than three hundred and ninety-six Roman Catholic Teachers are employed in teaching the Public Schools, and a corresponding, or larger, proportion of the Superannuated Teachers, to whom pensions have been granted, are Roman Catholics.

2. A System of Public Instruction being founded upon the principle that it is the duty of the State to provide for the School Instruction of all its Citizens, it follows that none should be excepted from its advantages, or obligations. If all do not need it, or do not desire to avail themselves of it, they are not the less obliged to support it, the same as all are required to contribute to provide Court Houses and the payment of the Salaries of Judges, although many may never enter a Court House nor seek the decision of a Judge.

3. In such an Educational System, where there are diversities of Religious Opinion, the method is to have combined Secular Instruction and Separate Religious Instruction, the State providing the former and leaving the latter to the respective Parents and Religious Persuasions of the Pupils. In most cases, especially in America, the Religious Instruction, (when given at all), is given at home, in Sunday Schools, and in Churches. In other cases Religious Instruction is also given in the School Houses, or elsewhere, by the Clergy, or Catechist, of each Persuasion at appointed times, such as will not interfere with the ordinary Exercises of the School. This last is the National System in Ireland, and it is, for the most part, the System in Upper Canada, and will probably be so altogether. In such an Educational System there is no interference with the religious convictions of any Pupils in the Schools, and therefore, no reasonable pretext for Separate Schools. If Public Schools are founded at the Public Expense, and for the public good, no citizens can be separated from them without injury,—injury in some degree to the Public Schools on the ground of support,—but much greater injury to the parties separated, as being deprived of the advantages of the Public Schools, and compelled to support other Schools at greater expense, and, generally, less efficient ones, and with the additional disadvantage of being severed and alienated from other classes of the community, with whom their interests, position and future prospects, are largely associated. It is only, therefore, for very grave causes that the State can be justified in allowing any portion of the population to be isolated from its System of Public Instruction. But, where this is claimed, with the avowed view to the interests of a Religious Persuasion, the answer is “the State has nothing to do with the peculiar interests of Religious Sects, but has everything to do with the School Education of Youth.” The State equally tolerates and protects the former, but it largely provides for the latter. As, therefore, a System of Public Schools is based upon Public interests, the members of no Sect, or Religious Persuasion, can claim, on constitutional, or public grounds, that any of such Schools should be made sectarian, or that Public Funds should be expended for the support of Sectarian Schools at all,—much less that such Schools should be placed upon the same footing as Public Schools. The sole object of Public Schools is Secular Education; the leading object of Sectarian Schools is sectarian interests,—with which the State does not interfere, where there is “no semblance of Union between Church and State.” If, therefore, the State does so far depart from the principle of a National System of Instruction, as to permit any members of a Religious Persuasion to separate themselves from it, and even to give them public

aid for a Sectarian School, it is a favour granted them, on the ground of indulgence, but upon no ground of constitutional right; since no Religious Sect has a constitutional claim to more than equal and impartial protection in the enjoyment of access to the Public Institutions of the Country. It was on the ground of toleration, or indulgence, that Separate Schools were, in 1841, first sanctioned by law both in Upper and Lower Canada; but with this difference, however, that in Lower Canada, where the union of Church and State exists, the Schools of the majority are for the most part Denominational Schools, while those of the minority are Non-denominational,—the very reverse of what exists in Upper Canada.

4. It is only since 1850 that any persons have pretended to demand Separate Schools as a "right," and not as a "favour." But, when corporate powers and privileges are once granted to persons, they then acquire legal rights which cannot, and ought not, to be lightly taken from them, however unadvised, and to be regretted, may have been the act of conferring them in the first place. And, it is upon this ground, that I have stated, in former School Reports, and repeat it here, that I think the clauses of the School Law, providing for Separate Schools, ought to be allowed to remain on the Statute Book. I found clauses in the School Law for that purpose when I assumed the charge of the Education Department in 1844. I have since successively submitted the re-enactment and extension of them, as far as I could consistently with the efficiency of the Public School System, and the rights of individuals and Municipalities, and so as to place the parties supporting Separate, or "Dissentient," Schools, in both Upper and Lower Canada, on perfectly equal footing; but the Separate School clauses of the Law as prepared and recommended by me were complained against by some leading Advocates of Separate Schools, and a Bill was prepared, on their part, and brought into the Legislature in 1854, without any knowledge respecting what I have done, and substituting, for my clauses, the provisions of the Separate School Act now in force. But although I have had nothing to do in preparing the provisions of this Act, and although I doubt whether they are as beneficial to the parties desiring Separate Schools, as the provisions for which they have been substituted, yet, I think that they should be allowed to remain undisturbed. They were prepared and accepted by the complaining parties themselves as a "settlement of the question"; they had not affected, nor do I think they will affect, the general working and efficiency of our Public School System; they leave not the shadow of pretext for the complaint that Roman Catholics in Upper Canada are less liberally treated than Protestants in Lower Canada, and, especially, since providing in a Lower Canada School Act, during the recent Session of the Legislature, that Protestants in Lower Canada must themselves levy and collect whatever sums they may require for School Purposes, and taking away from the Municipal Councils even the power to levy and collect any Rates for "Dissentient" Schools.\*

5. But, if the parties for whom Separate Schools are allowed, and aided out of the Legislative School Grants, according to the average attendance of Pupils, (which is the principle of distributing the School Grants among the Common Schools in all the Townships of Upper Canada), shall renew agitation upon the subject, and assail and seek to subvert the Public School System, as they have done, and endeavour to force legislation upon that subject, against the voice and rights of the people of Upper Canada, by votes from Lower Canada, and the highest terrors of ecclesiastical authority, then I submit that the true, and only, alternative will be to abolish the Separate School Law altogether, and substitute the provisions of the National System in Ireland, in relation to United Secular and Separate Religious Instruction, and extend it to Lower,

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\*Yet I see in the columns of the ultra-advocates of Separate Schools, statements to the effect, that there are several essential particulars in which the case of the supporters of Separate Schools in Upper Canada is bad, in comparison of the supporters of "Dissentient" Schools in Lower Canada,—statements which are groundless and delusive, and put forth to justify the high-handed hierarchical proceedings which have been adopted to subvert our Public School System, or make it the ally of one particular Church against the convictions of the great majority of the people of Upper Canada.



as well as to Upper, Canada. To the principles of that System in relation to National Schools no party can object. It has been in successful operation in Ireland for more than Twenty years; and has been recently re-affirmed, after the fullest discussion, by the unanimous vote of the British House of Commons. It is too much that the people of Upper Canada, like the Israelites in their work of rebuilding, as mentioned in the Fourth Chapter of Nehemiah, should be compelled to stand constantly on guard for the protection of their School System, to labour at the erection and completion of their Educational Edifice, "every one with his sword girded by his side," and "he that soundeth the Trumpet by him." There can be little doubt as to the result of an attempt, by means of external votes, at systematic legislation against the vote of the great majority of the people of Upper Canada and their Representatives, on the vital question of Public Instruction. No such attempts have been made to repeal and change School Laws in Lower Canada, by Bills brought in by Upper Canada Members of the Legislature and carried by votes of an Upper Canada majority, against the voice and remonstrances of a majority of Lower Canada Members. I believe the leading Members of the Legislature from both Sections of United Canada are satisfied that the clauses of the Laws in regard to Separate Schools in Upper Canada are, upon the whole, more favourable to their supporters than are the corresponding clauses of the Laws in regard to "Dissentient" Schools in Lower Canada.

6. It is true that there are difficulties attending the establishment and support of Separate Schools in Upper Canada that are not experienced in establishing and supporting Dissentient Schools in Lower Canada. But that difference arises from social causes and not from partiality in legislation. In Lower Canada, what are not legally the National Schools, are, as a general rule, Church Schools, the Ceremonies and Religious Teachings being such as are directed by the Authorities of the Roman Catholic Church. Where this is the case, there can be little difference, or reluctance, on the part of the Protestant minority to establish and support a Dissentient School. But, in Upper Canada the National Schools are Non-denominational; the religious convictions of all classes are equally protected,—as much so as in the Mixed Schools in Ireland; they are equally open to all classes,—are altogether, or nearly, free; and, in Cities and Towns are, for the most part, in good Buildings, well furnished and taught by able Teachers.

7. Under such circumstances, it is extremely difficult to compel, or persuade, any considerable number, much less the whole, of any class of Religionists to separate themselves from such Schools, and erect separate ones at a greater expense and less efficient ones; and that, upon the ground, not that the Public Schools interfere with their faith, or attempt to proselyte them, but that Roman Catholics associate with Protestants and acquire personal feelings of respect and affection, which precludes the opportunity of constantly inculcating, and blunts the edge of the teaching, that Protestantism is a species of infidelity, that Protestants are a species of infidels, and should be loved, and pitied and prayed for, not even as nominal Christians, but as heretics and infidels,—that any other feeling, in regard to either Protestantism, or Protestants, is a dangerous "indifferentism," only a shade better than infidelity itself,—that, therefore, the Public Schools, supported by Protestants, are infidel Schools, and the whole School System, created under the auspices of successive Administrations and Parliaments, and developed and sustained by the people of Upper Canada with unparalleled unanimity and liberality, is an infidel System. We have only to read Episcopal Circulars, and their newspaper organs, to see that I have fallen far below the reality in thus epitomizing this "foreign element," which has been imported into Upper Canada since 1850, and which is as foreign to the spirit and feelings that Roman Catholics have, in all past times, cultivated and cherished, and which the greater majority of them still cherish, in regard to their fellow-subjects and Educational Institutions of their Country, as it is alien to the spirit of truth, and the progress of Canadian civilization. I have reason to believe that it is by extreme exertions of ecclesiastical Authority that many Roman Catholics can be made to endorse such teaching against the character and cherished institutions of

the great majority of the people in Upper Canada, and assume, or continue, the support of Separate Schools. Hence the efforts to deprive them of their exercise of choice, by not leaving it to them to express their individual wishes from year to year, but endeavouring to include them as a distinct Body by placing the power of exemption from the Public Schools in the hand of Trustees. Hence also the efforts to make Municipal Councils the Imposers and Collectors of Rates for the support of Separate Schools, on account of the reluctance of many of the Rate Payers concerned to pay the Rates for the support of such Schools, and in order to avoid the contact of Church Authority with them. Hence likewise the efforts to get apportionments for the support of Separate Schools, not according to average attendance, (which is the principle of apportionment adopted in regard to all the Public Schools), but according to the numerical population of a whole Religious Persuasion. It, therefore, becomes every friend of General Education and knowledge to protect our System of Public Instruction against these open and covert attempts to weaken, and subvert, it; and it becomes every friend of religious and civil liberty to aid in protecting individuals from the abridgment, or invasion, of their right of choice and action,—an invasion, which has assailed the highest personages in the Legislature for the Parliamentary exercise of their judgment and for the discharge of their duties as the Responsible Advisers of Government for the whole people,—an invasion which would prostrate the Government and Legislation of the Country at the feet of hierarchical assumptions.

8. As it is the duty of the State to provide for the Education of all the youths of the Country, it ought not to permit the legal exclusion of any portion of them from the fullest advantages of that provision without their having the benefit of Teachers equally well qualified to teach as the Teachers of Public Schools, and Schools and Instruction equally efficient. But, while Teachers of the Public Schools have to be examined and licensed by a County Board, according to a Programme prepared by the Council of Public Instruction, the Teachers of Separate Schools are subject to no such test of their qualifications, but are licensed by each set of Trustees that employ them; and, from the inferior qualifications of some of the Teachers employed in them, and which must be the case, more and more, from their inadequate remuneration, and from their exemption from the examination required of other Teachers, it is to be feared that many children set off and assigned to the Separate School suffer serious disadvantages in comparison with other children residing in the same neighbourhoods;—apart from the disadvantages of their isolation, the salutary influence of the emulation and energy which arises from pursuing the same studies in connection with the youth of other classes in the community, and with whom they are to act and associate in future life. I think that adequate protection and security are not provided for the school education of the youth separated from the Public Schools, without any choice, or responsibility of their own; and it may yet be the duty of the Legislature to look carefully into this subject. In the meantime I believe there are some Separate Schools in which full justice is done to the secular branches of the education of the Pupils.

9. The provision permitting the establishment of these Schools in the School Act of 1841, was doubtless dictated by liberal and benevolent intentions; and, from 1841 to 1850, it was attended with no discord and with little or no evil, but was scarcely ever acted upon except in neighbourhoods where the imported feelings of transatlantic religious hostility prevented Protestants and Roman Catholics from availing themselves of the same Schools. But since 1850, what was requested before as a favour, and acted upon as an exception, has been demanded as a "right" and insisted upon as a "system"; and although the provisions of the law in regard to Separate Schools have been extended since 1850, every concession has been followed by a new demand, and every demand has been accompanied by a proposed measure essentially different from the demand on which it was professedly founded, and which would, if acceded to, (as I have shown in my printed Reports and Correspondence of past years,) have subverted our whole System of Common School Instruction. Had even the present Separate



School Act, introduced near the end of the Session of Parliament at Quebec in 1855, been passed as it had been prepared, our Public School System would now be broken up. Nor would the consequences be less fatal were the short Bill introduced into the Legislative Assembly this Session and entitled:—"An Act to amend the Upper Canada Separate School Act of the year 1855," to become a law. This Bill is still pending; and it is authoritatively stated that the ecclesiastical Authorities, under whose auspices it was prepared and introduced, persist in demanding the passing of it under pain of the highest penalties they can inflict. Under such circumstances, it becomes my duty to notice this Bill, that all parties may be aware of its character and tendency before the next Session of the Legislature. This Bill consists of two Sections,—the first of which repeals the Twelfth Section of the Separate School Act; the Section which contains the conditions on which supporters of Separate Schools are exempted from the payment of Municipal School Rates, conditions which both Protestant and Roman Catholic Members of two successive Administrations felt to be the most easy and just on which any persons could be allowed exemption from what is common to all classes of their fellow subjects. This Twelfth Section of the Separate School Act is as it was prepared and introduced by the Roman Catholic Section of the Administration, and was accepted by the parties concerned, without the slightest objection, or hesitation; but, within a few months past, episcopal commands have been issued for its repeal. The second and principal Section of this new Bill, required to be passed by the Legislature, (and for not voting for which this Session, episcopal denunciations have been officially pronounced against several Members of the legislature) is as follows:—

"II. Notwithstanding any thing in the above named (Separate School) Act, or in any School Act, or Acts, to the contrary, every person paying Rates, whether as a Proprietor, or Tenant, who, when required to pay his School Taxes, or Rates, shall present to the Collector a Certificate, in duplicate, from the Secretary-treasurer of the Trustees, or any Board of Trustees, of any Roman Catholic Separate School, or Schools, that he has paid all School Rates, or Taxes, required by such Trustees, or Board, for the then current year, shall be exempted from the payment of all Rates, or Taxes, imposed for the Building, or support of Common Schools, or Common School Libraries, for the same year; and it shall be the duty of such Collector to retain one of the above named Certificates and sign his name to the other to be returned by him to the Ratepayer."

10. This Section, so imperiously demanded, but so wholly inadmissible in principle and detail, contains extraordinary provisions for the following, among other, reasons.

(1.) It relieves Trustees of Separate Schools from imposing School Rates themselves for their Schools, imposes upon the Municipality the obligation of levying Rates for Separate Schools, the same as for Public Schools, an obligation which is imposed exclusively upon the Trustees of "Dissentient" Schools in Lower Canada,—so much so that even the power, (were it disposed to exercise it) to levy Rates for the support of Dissentient Schools in Lower Canada is taken from the Municipality.

(2.) It invests the Secretary-treasurer of any Separate School Corporation with the very great and unheard of power of interposing between a Municipal Council, and the collection of all School Rates levied by it, and of exempting every Rate-payer of every Religious Persuasion from payment of School Rates; and this he can do by a variety of means and throughout all Upper Canada, and that without the slightest restriction, or the slightest liability to any penalty whatever, but with absolute impunity. . . . To one Rate-payer he can say, "if you will pay two-thirds, or one-half, or one-quarter as much to support the Separate School, or Schools, as the Municipal Council has taxed you to support the Public Schools, I will give you a duplicate Certificate of exemption." In this way a bribe may be held out to every Rate-payer to support Separate Schools. But to those who would not accept this bribe, one of another kind could be offered. The Secretary-treasurer, or his agent, might say to each Rate-payer, who might refuse on any terms to support a Separate School: "if you do not wish to pay any Rate

to support the Public Schools, I will give you a Certificate that you have paid all the Rates that the Roman Catholic Trustees require you to pay for the support of the Separate School for the year." In this way might a bribe be held out to every Ratepayer, not to support the Public Schools.

(3.) But, apart from the preceding considerations, such a provision would put it out of the power of any Municipal Council to levy any Rate for the erection or payment of School Premises, or Buildings, or for the support of Public Schools, without levying such sum for Separate Schools as the Trustees of such Schools may succeed in diverting from those purposes, by the power of ecclesiastical authority, and by a twofold system of bribery. Nor could the Trustees of any Public School levy and collect any Rate whatever, for the support of their Schools, from persons who might be furnished with the said Roman Catholic Trustee Certificate of exemption. Nor would it be possible for any Municipal Council to know how much per pound it would be necessary to levy in order to raise any sum, or sums, that might be required for the support of Public Schools, as it could not tell what amount might be obtained by Trustees of Separate Schools; nor could Trustees of Public Schools in any Section, or Town, or School division, know on whom to levy School Rates, as they would have no means of knowing who had obtained, or who might obtain, a Certificate of exemption from the adverse Trustees of a Roman Catholic Separate School.

(4.) It is perfectly clear, that should such a Bill become law, there would soon be an end of both Free Schools and Public Schools, and the Trustees of the Roman Catholic Separate Schools would possess a direct, and indirect, power in each Municipality far greater than that of the Municipal Council and Trustees of Public Schools together. Yet such a Bill intact is demanded, under the pretext of placing the supporters of Separate Schools in Upper Canada upon the same footing with the supporters of Dissident Schools in Lower Canada. The most vigorous attempts are made to force such a Bill upon Upper Canada, against the almost unanimous voice of its Representatives and their constituents; and ecclesiastical penalties are inflicted upon Members from Lower Canada who will not vote for this gross outrage upon the Public School System, and the Municipal and Protestant and individual Rights of the people of Upper Canada.

11. The passing of this Bill is demanded at the next Session of the Legislature. The same influence, which has been brought to bear upon Members of the Legislature, is exerted over each elector in each County, Riding and Municipality. The issue of the question is before the Country; it is imposed upon it by the Authorities of one Religious Persuasion. It cannot be evaded. It is, therefore, with a view to this issue that I have felt it to be my duty thus to defend our School Law and System from the attacks made upon it, and from the efforts to destroy it,—efforts unprecedented in the annals of Canadian history. In the eventful issue of this question it remains to be seen whether the people of Upper Canada are to be under the rule of Episcopal Circulars and Mandates, or continue to be a free people,—whether their own voice is to control legislation for themselves, or whether legislation is to be forced upon them from without,—whether their School System, which has been established and thus far matured with so much unanimity, and at so large an expenditure of their labour and money, and which equally protects and consults the just rights and interests of all Sects and Parties, is to be subverted, or perpetuated,—whether the principle of "equal rights" and privileges is to be maintained among all classes and Religious Denominations, and "all semblance of Church and State union discontinued," or whether that "union," in one of its worst forms, is to be established, placing each Municipal Council, each Corporation of Public Schools, each Ratepayer of every Religious Persuasion, and each Public School and Library, in a maimed and humiliated position before the ecclesiastical and corporate Authorities of Separate Schools.

12. I shall continue, as I have done, to give to Separate Schools all that the more than just, the indulgent provisions of the law, and the most liberal construction of it



will sanction; but I should be unfaithful to the trust reposed in me, and to the obligations of patriotic duty, not to maintain and defend the System of National Schools in Upper Canada against all attempts to weaken and destroy it.

## 2. *Question of Religious Instruction in the Schools.\**

1. It now remains for me to make some remarks on the question of Religious Instruction in the Schools. In the mind of every enlightened Philanthropist and Christian there can be but one opinion as to the necessity and importance of Religious Instruction as a part of Education,—indeed, that there is no education, properly speaking, without Religion, any more than there is a man without a soul, or a world without an atmosphere, or a day without a sun. Religion is the Soul of Education, as it is the life of the soul of man, the atmosphere in which he inhales the breath of immortality,—the sunlight, in which he beholds the face of the Glory of God. The promises of Christianity are to children, as well as to their parents; and to neglect the Religious Instruction of Children is to deprive them of their divine right,—is to send them forth morally maimed and diseased among their fellow-men,—is to inflict upon them the direst calamities, and make them a curse, instead of a blessing, to others.

2. The question is not, therefore, whether children are to be religiously instructed and trained, but who are thus to instruct and train them, and how is it to be done? In each of my preceding Annual Reports during the last three years,† I have shown from the Holy Scriptures, and the Canons, Formularies and Disciplinary Regulations of Religious Persuasions, that the training up of children “in the nurture and admonition of the Lord” clearly devolves upon Parents and professed Teachers of Religion, and not upon Civil Government; that all Countries where these laws of nature and Religion have been violated, by transferring to the Government Teacher of the Day School what belongs to Parents and Pastors, have been characterized by both vice and ignorance; that while it is the duty of the State to make provision for the instruction of each child in those branches of knowledge that are necessary for him to know, in order to enter upon his duties as a citizen, it is the duty of each Church or Religious Persuasion to provide for the Religious Instruction of its own; that the State is not to ignore the Churches of the Land in its School System, any more than it is to be their servant, to teach their commands, or collect their Taxes to pay for teaching them. In Countries where, by virtue of “Church and State” union, the State is a tool of the Church, or the Church is a “creature of the State,” or both, the question of a System of Public Instruction is essentially a Church Question, and the consequences of it are apparent in the ignorance of the masses, or in the absence of constitutional liberty, or both. But in Upper Canada no political union of “Church and State” is acknowledged; and, therefore, the claim of any Church to State support for its teaching, whether of the young or of the old, is inconsistent with the avowed Constitution of our Government, and incompatible with the principles of “equal rights” and privileges amongst all Religious Persuasions and classes. This principle is now acknowledged and avowed by all Protestant Denominations in Upper Canada, without exception. The few Members of the Church of England that have hitherto demanded Separate Schools for themselves, supported by Public Funds and Taxes, have at length acquiesced in the sentiments and views of the great body of the Members of that Church and of the Country at large. So that all attempts to seize upon supposed differences of opinion among Protestants, and to promote them as much as possible, in order to break down, or weaken, the Public School System, have thus far failed. As that System has become developed, public opinion in its support has gained in strength and energy, and the last year has witnessed

\*This question of Religious Instruction in the Schools was at this period of our Educational History so unsettled, and so often discussed in the public press, and by churches and individuals, that Doctor Ryerson devoted a large portion of his successive Annual Reports of 1851, 1854 and this Report to the subject.

†Especially those of 1850, 1851, and 1854.

a stronger and more united expression of it in Upper Canada than during any former year.

3. Assuming that our System of Public Schools shall not only be maintained, but maintained in all its integrity, and that the duty of the Parents and Pastors of each Religious Persuasion to provide for the Religious Instruction of their own children, it only remains to be considered how far facilities shall be afforded for that purpose in the Public Schools. As the State has no right to give Religious Instruction itself, so it has no right to compel Religious Instruction or Exercises of any kind. All it can do is to recommend and provide facilities for such Instruction and Exercises. What is common to all is recommended and provided for the adoption of all. But in this there can be no compulsion upon School Trustees; nor can they be permitted to compel the attendance of any Pupil at any Religious Exercises or Instructions whatever against the wishes of his Parents or Guardians. The Text-books and the whole teaching and government of the Schools are required to be based upon, and in harmony with, Christian Principles; but the teaching any Pupil to recite his Catechism and his Religious Instruction, (if desired at all at the School), must be a matter of private voluntary arrangement between Parents and Teacher, and must not interfere with the ordinary Exercises of the School in regard to other Pupils. The spirit of our School System is precisely that which the British House of Commons unanimously approved, in the following words, as late as the 23rd of June, 1856, in regard to the System of National Schools in Ireland:

"That this House has observed with satisfaction the progress made in the instruction of the poorer classes of Her Majesty's Irish Subjects under the direction of the Commissioners of National Education; and is of opinion that, in the administration of that System, or in any modification of its Rules, there should be maintained a strict and undeviating adherence to its fundamental principles, securing parental authority and the rights of conscience to Pupils of all Denominations, by excluding all compulsory Religious teaching, this House being convinced that no plan for the education of the Irish poor, however wisely and unexceptionably conceived in other respects, can be carried into effectual operation, unless it is explicitly avowed and clearly understood, as its leading principle, that no attempt shall be made to influence, or disturb the peculiar Religious Tenets of any Sect, or Denomination."

4. The principle Rule of the Commissioners of Irish National Education in regard to Religious Instruction is as follows:

"Religious Instruction must be so arranged that each School shall be opened to children of all Communions; that due regard be had to parental right and authority; that, accordingly, no child be compelled to receive, or to be present at any Religious Instruction, of which his Parents, or Guardians, disapprove; and that the time for giving Religious Instruction be fixed so that no child shall be thereby, in effect, excluded, directly, or indirectly, from the other advantages which the School affords."

Where the Patrons, (the same as the majority of electors, or Trustees of a School Section in Upper Canada), are Roman Catholics, then the Public Religious Exercises of the School are more or less of that character; but Protestant children are not required to attend them; and vice versa.

5. The Mover and Seconder, in the British Legislature, of the Resolution above quoted, made certain references and statements, in their speeches on the occasion, which I cite in this place: In alluding to the evidence of the Reverend Doctor Cooke,\* (Presbyterian), of Belfast, given before a recent Committee of the House of Lords, the Seconder of the Resolution, (Mr. Kirk), remarked:

"Doctor Cooke stated, that he was not in favour of any system of compulsion, with

\*A Clergyman, after whom "Cooke's Presbyterian Church," on Queen Street East, Toronto, is named.



regard to Religious Instruction, and he added, in answer to questions put by the Protestant Bishop of Ossory, (the acting Leader of the opposition to the Irish National Schools), that it would be a very dangerous principle, to say the least, to make the reading of the Scriptures obligatory upon children, because he held, as a Protestant, that no one ought to force religion upon another, contrary to his conscience. The Presbyterians, in their negotiations with the Irish National Board of Education, had always shown an anxiety to maintain their own rights, and to extend the same liberty, which they enjoyed, to other Religious Denominations. They were not less desirous that the Scriptures should be read than the Members of the Church of England; but they did not wish that others should be compelled to think as they did. He, (Doctor Cooke), held that the Bible would be rendered distasteful to children by being pressed upon them against their wish, as well as by being altogether kept from them."

A similar opinion, (continues Mr. Kirk), was expressed by Doctor Thomas Chalmers, in his evidence before the Committee upon the Irish Poor Law:

"Doctor Chalmers said that he would have no part of Religious Education made compulsory; that no child ought no more to be compelled to attend a Bible Class than a Reading, or Arithmetic class, and that compulsion tended to limit and prevent the spread of Scriptural Education, and to establish in the minds of the people a most hurtful association with the Scriptures. He entirely concurred in these opinions. They clearly sanctioned the principles now embodied in the Rules of the Irish National Board. With regard to the results of 'mixed education,' although it had not succeeded to the extent once hoped for, this he thought must be attributed to the opposition of the Church Education Society. The Reverend Mr. Woodward, for some time Secretary to the Church Education Society, had published a pamphlet in which he stated, that, in the first Report of the Society, he had advocated opposition to the National Board upon two main grounds:—First, that the Rules of the Commissioners of the Irish National Board of Education forbade the Church to instruct her children in her own holy faith; and, Secondly, 'that they withheld the Word of God from a class of our own Countrymen.' But the Reverend Mr. Woodward, in a manly and candid manner, proceeded to retract these charges; he said—"plain truth compels me to declare that I regard these two main objections as having been founded on assumption utterly unsupported by facts. Personal observations of Scriptural and Church instruction, actually given in Schools connected with the Irish National Board, showed me that there was a discrepancy between my pre-conceived notions and the reality of the case. I was led to examine for myself. I found that I had wholly misconceived the truth. It seemed to me, as it now does, clearer than day, that the Irish National Board of Education is wholly guiltless of either of the charges, upon which I founded my original opposition."

6. Similar opposition, and upon similar grounds, has, in past years, been made to the System of Public Schools in Upper Canada; but it has latterly been abandoned,—the assumptions on which it was founded having been shown to be utterly unsupported by facts. Mr. Fortescue, the Mover of the Resolutions in the British Parliament, concluded his speech in the following words:—

"The great body of the Roman Catholics and Presbyterians of Ireland were satisfied with the working of the present Irish National System of Education; the only class which was discontented with it being a portion, and merely a portion, of the adherents of the [former] Established Church. He wished to know on what grounds an alteration in the present Irish National School System was demanded? It seemed to be pretty generally avowed that the change was sought for, (making the reading of the Scriptures and instruction from them compulsory on all the children attending the Schools), not with reference to the Religious Education of children belonging to the [former] Established Church, but with the view of affording Religious Instruction to children who did not belong to that Communion. They were told that many of the Clergy and Members

of the [former] Established Church in Ireland could not conscientiously give secular education to any children unless, at the same time, they were permitted to impart Religious Instruction to them; and, as they objected to any School System, from which the reading of the Scriptures were excluded, they disapproved of the Rules of the Irish National Board of Education. He believed the assertion that the Scriptures were excluded from the National Schools in Ireland was altogether unfounded, for the Scriptures might be used in every National School in the Country, provided their study was not enforced as a necessary condition of admission. In his opinion the opposition of Clergy of the [former] Established Church in Ireland to the National System of Education was from false pride, and from a feeling of annoyance at finding themselves placed, under that System, upon a footing of fair equality with Clergymen of other Religious Denominations. That opposition arose from a sincere, but, as he thought, from a mistaken sense of duty, which led Clergy of the [former] Church Establishment to refuse their countenance to any System of Education, which did not enable them to instruct the children in the doctrines of their own Church. It could not be supposed that the great Presbyterian Church of Ireland, who almost equalled in numbers the [former] Established Church, entertained less reverence for the Scriptures than any other Body of Protestants; yet they had faithfully and frankly accepted the Irish National System of Education. He had heard it said, that special advantages had been afforded to Presbyterians, in order to secure their adherence to the National System; but they possessed no privileges which were not equally extended to all other Religious Denominations. As soon as the Presbyterians were satisfied that, under the rules of the National Board, they could give full Religious Instruction to children of their own Communion, they at once adopted the National System. He could not think, however, that the conduct of the Clergy and Members of the [former] Established Church had arisen from such conscientious scruples as that House would be disposed to regard, but rather in the false position in which the [former] Established Church was placed, and from the unfounded claims to religious supremacy, which were put forward on its behalf. He hoped, therefore, that the House, while it would be disposed to pay the utmost respect to conscientious scruples, would not listen to the claim urged on behalf of a portion of the Clergy and Laity of the Irish Church by the Right Honourable gentleman opposite, (Mr. Walpole). He believed if there ever was a body of men who were able to make some sacrifices for their conscientious convictions, and to endure some privations on account of their religious scruples, it was the [former] Established Church of Ireland, which numbered among its supporters a large proportion of the Landed Proprietors, and enjoyed the whole of the ecclesiastical Revenues of the Country. He trusted the day would come when the Clergy of the [lately] Established Church in Ireland would change their minds and co-operate in making the National School System in Ireland a still greater blessing than it ever was. The House would see that the proposal made by the Right Honourable gentleman, (Mr. Walpole), the other night was a direct reversal of those fundamental principles which had been the salvation and essence of the National System of Education in Ireland. Believing that those principles were incompatible with the proposition of the Right Honourable gentleman, (Mr. Walpole), and that they would, in effect, exclude the adoption of his Resolution, when he would, at all events, have the effect of quieting the mind of the people of Ireland, he trusted that his, (Mr. Fortescue's), motion would receive the support of the House, being assured that, as long as that House and the Government acted upon the principles contained in his Resolution, there would be no fear of the stability of that great System of Education, which had conferred such incalculable blessings upon Ireland."

The Honourable gentleman concluded by moving the Resolution, above quoted, and which, after an elaborate discussion, was adopted by the House of Commons without a division,—thus approving in the strongest manner, by the vote of both the Protestant and Roman Catholic Members of Parliament, and, after an experience of twenty-three



years, the System of National Schools in Ireland, and refusing any essential modification of it.

7. I have made these quotations, in reference to the principles on which the National Schools are conducted in Ireland, because they are the same as those on which the Public Schools in Upper Canada are conducted, with this difference, that the hour, or hours, for Denominational Religious Instruction for each week is not stated, or provided for, in the Canadian Schools. In Ireland it is left to the Local Patrons to fix the time each week, either "during school hours or otherwise." This can be easily provided for in our School System by the Council of Public Instruction; but the practical utility of it is doubtful, as few of the Clergy would be able to meet the children of their Religious Persuasion each week in each School, and the Catechetical and other Religious Instruction which the Clergy would thus give to the children of their Persuasion in each School is, for the most part, otherwise provided to be given to them in Sunday Schools, or in connection with the Sunday Services. In Ireland, the National Schools are for the poor; in Canada, they are for the whole population, and the Patrons, or Trustees, of Canadian Schools are elected by all the landholders, or resident householders. The Clergy of all Religious Persuasions are Visitors of the Schools, and can visit them at their convenience. The teachers are examined and licensed by County Boards, appointed for that purpose, and such Teachers must furnish satisfactory proof of good moral character. This is a better test than that of their merely being members, or adherents, of particular Religious Persuasions, since they may be such, and yet not be either temperate, or moral, much less otherwise qualified to teach: but, if they are of good moral character, they will doubtless belong to some Religious Persuasion. The moral test is better than that of Sect, especially as one of the proofs required of a Candidate for the teaching profession is the Certificate of some Clergyman, not that the Candidate is of a particular Sect, but that he is a good moral character. Again, it is the feeling and interest of the Members of all Religious Persuasions, (who constitute the large majority of every neighbourhood), that the moral character of the Teacher be good, and the moral influences of the School healthful. Those feelings and interests of all Religious Persuasions combined on the single points of Christian Morals and efficient teaching, are stronger than those of any one Religious Persuasion developed in a Separate School, where the peculiarities and partizanship of Sect are the predominant object and interest. The people of Upper Canada, of all Religious Persuasions, have, therefore, the best guarantee possible in the circumstances of the Country, of sound morality, intellectual qualifications, and effective instruction in the Public Schools.

8. In a Day School, the general Christian character and spirit of the Books, the teaching, the government, the social influences of the School, are of much greater importance than any Catechetical Religious Instruction that can be given to each Pupil. To provide for such Denominational Instruction is the duty of each Religious Denomination and of each Parent, in his Denominational capacity; and does not devolve upon the Public School Fund to pay for, or the Public School Teacher, as such, to impart. It is the undoubted business of each Religious Persuasion and its Members to provide for the teaching of their own Catechism and peculiar Dogmas; and all attempts to weaken Church and Parental obligations by transferring to the Day School what belongs to the Church and the fireside must have a demoralizing influence upon Churches and Parents, and divert the Day School from its legitimate and appropriate objects of teaching Reading, Arithmetic, Grammar, Geography, etcetera. The education of a child consists of all the habits of thought and feeling, of all the knowledge and views he has acquired, the manners he has cultivated, and the character he has formed from infancy to manhood. But a very small part of this education can be acquired during the few years, or parts of years, that a child is in a Day School from nine o'clock in the Morning until four o'clock in the Afternoon, during five days and a half of each week. The whole of Sunday, and two-thirds of each week day, and the whole of several weeks, or months in the year, each Pupil spends in the family,

in the Church, or in promiscuous society; and these are the chief educators of youth, as to both morals and manners. Every child brings to the School a character formed under these influences,—a character which they will probably maintain and develop notwithstanding any efforts of the Teacher of the Day School. The Teacher of the Day School can do much to corrupt and demoralize by his example, and spirit and teaching; and, by the same means, he can contribute much to elevate the moral feelings and taste, and improve the moral character of his Pupils, especially if he is continued in charge of them a length of time; but this is done by the devout and consistent recognition of the Divine Being and authority; and the spirit and character of his whole deportment and teaching, based upon the Commandments of God, rather by his hearing recitations of a Catechism once a week,—the latter being the special and appropriate duty of the Parent, the Sunday School Teacher, and the Pastor. One-seventh of the time, (besides Mornings and Evenings), of children is, by Divine authority and appointment, at the disposal of Pastors, Parents and children, for the Religious Instruction of the latter, and other sacred purposes; and if the latter religious part of their education is neglected, the guilt lies with the Parent and the Pastor, and not with the Teacher employed for the secular part of their education. Combined literary and separate Religious Education, is the true and only principle on which free, equal, and universal education can be provided for a people of various forms of Religious Faith. The State, or Body Politic, provides the former. Pastors and Parents, individually, impart the latter. The former is the peculiar work of the Day School; the latter is the peculiar work of the Church and the home fire-side. The former is imparted during one-third of five, or six, days out of seven; the latter should be imparted during some part of the two-thirds of six days out of seven, and the whole of the Seventh Day. Let not that be confounded which is distinct in the order of Providence and the nature of things, in any System of Public Instruction. Least of all, let not the teachings and influences and obligations of Religious Persuasions, which determine the moral character of a people, and form that of their offspring, be ignored, or left out of the account. And I may be permitted to add, that every grown-up person is a moral educator of the young, as far as his example, sentiments and doings may influence them. No individual in a community is an isolated unit; he is linked to the community of individuals around him by laws of dependence and influence as sacred and imperative as those which mutually bind and control each member of the community of worlds. "No man can live, or die, to himself" only. As every child is being educated by all that he sees and hears and learns, so is every adult person an educator by all he does and says, and counsels. Yet, specially and pre-eminently, Parents and Pastors are the divinely authorised and appointed Teachers of Religious Education, while Teachers, licensed and appointed under the authority of State Laws, and paid out of State Funds and Public Taxes, are employed to impart to youth their secular education.

#### XVIII. GENERAL CONCLUDING REMARKS.

The fundamental principles of the Upper Canada School System have suggested, and may, from time to time, continue to suggest, improvements and additional provisions in perfecting the details of the School Law. But very much remains to be done in reducing to practice and in bringing up to a proper standard of operation all parts of the System in all the Municipalities of Upper Canada. This is, at least, the task of a quarter of a century. But we have the strongest grounds of encouragement, when we look at what has been accomplished during the ten years which have elapsed since, in 1846, the "Report on a System of Public Elementary Instruction for Upper Canada," was prepared and submitted to the Government and the Country;\* and when we compare what is already doing in Upper Canada with what is doing in the neighbouring States, whose School Systems date back to the commencement, or before the

\*This Report is printed, in extenso, on pages 139-211 of the Sixth Volume of the Documentary History.



commencement, of the present Century. During the last ten years, while the aggregate population of Upper Canada has increased about three-tenths, the actual attendance of Pupils at the Public Schools, and the amount raised for the salaries of Teachers, has considerably more than doubled; and a corresponding improvement has taken place in the character and qualifications of Teachers, the methods of teaching, the character and condition of the School-houses, the efficiency of the Schools, besides the introduction of an uniform series of Text-books, Maps, Apparatus, and Libraries. And when it is recollected that there is no State School Tax in Upper Canada; that the School Tax is imposed by each Municipality for itself, and at its own option, under the influence of no other compulsion than that of public duty, and Legislative Aid, to a limited amount, is offered, it is most gratifying to know that this System of national organization, combined with voluntary local Municipal action and co-operation is successful beyond comparison,—so much so, that the amount raised by local self-imposed Taxation, on the part of the people of Upper Canada for the Salaries of School Teachers, is larger, in proportion to population, than that raised for the same purpose in the older and larger State of New York, and the average time of keeping our Schools open each year, is one Month more than that of keeping the Public Schools open in the State of New York, and two Months longer than the average time, each year, of keeping the Public Schools open in the State of Massachusetts.

From the organization and success which our School System has attained during the last ten years, from the enlightened spirit of enterprise and progress which is stirring to its depths the public mind of the Country and developing its amazing resources, I anticipate a progress in education and knowledge during the next ten years beyond anything we have yet witnessed, or conceived. In the working of our admirable Municipal System, on which the School System is engrafted, the inhabitants of Upper Canada are not only acquiring a practical knowledge of the principles of self-government, but are learning how much their united resources and action will enable them easily to accomplish in regard both to the education of their children and their various local improvements. When the conviction becomes universal and strong, and the feeling of enjoyment becomes identical with conviction,—that one great earthly object for which a people, as well as individual parents, exists, is to impart to those who follow the qualities of happiness, usefulness and greatness, and provide the largest facilities and widest possible field for their development and exercise—then will our Country stand out in proud comparison with other Countries, as the home of a most happy, intelligent, free, and prosperous people. The erection of every new School-house, the education of every additional child, and the circulation of every useful Book, is a contribution to this noble consummation of individual and national hope.

TORONTO, July, 1856.

EGERTON RYERSON.

## ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR THE YEAR 1856.

*To His Excellency Sir Edmund Walker Head, Baronet, Governor-General of Canada.*

MAY IT PLEASE YOUR EXCELLENCY,

In presenting my Report of the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1855, it is my grateful duty, as it has been each preceding year, to state that the School Returns from the several Counties, Townships, Cities, Towns and Villages exhibit a still unprecedented progress in every branch of the School System,—illustrating, as it does, the growing conviction and interest of the people at large as to the education of their Children, and their appreciation of the powers with which they are invested for that purpose, since the School

System recognizes no power in the Legislature to levy a sixpence Tax upon the people for School purposes, nor any power in the Government to erect, or furnish, a single School House, or employ a single Teacher, but a simple power in the freeholders and householders of each Municipality and School division to provide for the school education of their Children, in their own way and to any extent they please, aided by the counsels and facilities and co-operation which it is within the means and province of Government to afford, without attempting to supersede local management, but only seek to develop and encourage local exertion. The Schools are emphatically "the Schools of the People" in their establishment and support, as well as in their objects; and whatever progress is made in the Schools redounds both to the honour and advantage of the people in their several School divisions and Municipalities.

1. *Table A.—Common School Moneys.* The Legislative School Grant is apportioned to each Municipality, upon the condition that such Municipality shall provide an equal sum by assessment for the payment of Teachers. The Legislative Grant apportioned to Municipalities for 1856 amounted to \$29,869; the amount provided by the local municipal assessment was \$54,526, \$24,657 more than the sum required by law, and an increase of \$9,402 over the amount of the local Municipal Assessment of the preceding year, for the payment of Teachers and other educational expenses.

The amount of School Trustees' assessment for the same purpose was \$135,354, being an increase over that of the preceding year of \$25,643.

The amount of Rate-bills collected was \$34,966, being an increase of \$4,159 over that of the preceding year.

The amount paid for Maps and Apparatus, was \$2,440, being an increase of \$375.

The amount expended for School Sites and the erection of School Houses was \$42,807, being an increase of \$8,534.

The amount expended for repairs and rents of School Houses, was \$10,196, being an increase of \$4,275.

The amount expended for Fuel, Stationery and other Contingencies, was \$19,162, being an increase of \$6,628.

The amount paid to Teachers was \$194,920, being an increase of \$24,893.

The total amount of expenditure for all Common School Purposes, for the year 1856, was \$269,527; to this may be added the salaries of Local School Superintendents, \$5,060,—making the total \$274,587, for one branch of the System of Public Education in Upper Canada, being an increase over the preceding year of \$34,708.

When it is considered that these are the voluntary doings of the people themselves in their several Municipalities they are facts of great significance in the educational and social progress of the Country, and point to a future grateful to the feelings of the noblest patriotism.

2. *Table B.—Pupils attending the Common Schools.* The returns of the School population between the ages of five and sixteen years are too defective to be given; and the number of Children not reported as attending any School, and the percentage of the population reported in each Municipality as not being able to read, are professedly only estimates by the Local School Superintendents and Trustees, rather than exact returns. In this Table several new statistics will be found, which have not appeared in any previous Report, showing the number of Pupils that have attended Schools less than twenty days in the year, between 20 and 50 days, between 50 and 100 days, between 100 and 150 days, between 150 and 200 days, between 200 days and 250 days. The returns of another year are requisite in order to ascertain the comparative attendance of Pupils under these several heads.

The number of Boys attending the Schools was 137,420, being an increase of 11,742. The number of Girls attending the Schools was 113,725, being an increase of 11,539.

The total number of Pupils attending the Common Schools was 251,145, being an increase of 23,281.



The Table also shows, in the classification of pupils, a very gratifying increase in the higher subjects of Common School Education.

3. *Table C.—Common School Teachers, Their Religious Faith, and Salaries.* The whole number of Teachers employed during the year was 3,689—*increase, 124*; Male Teachers, 2,622,—*increase, 54*; Female Teachers, 1,067—*increase, 70*. Members of the Church of England, 634,—*decrease, 32*. Roman Catholics, 414,—*increase, 18*. Presbyterians, 905,—*decrease, 93*. Methodists, 1,102,—*increase, 145*. Baptists, 224,—*increase, 41*. Congregationalists, 92,—*increase 35*. There were also other Teachers employed belonging to minor Religious Persuasions.

It will be seen that the salaries of Female Teachers vary from \$50 to \$125; that the salaries of Male Teachers vary from \$60 to \$350.

4. *Table D.—Schools, School Houses, Visits, Lectures, Time of Keeping Open the Schools.* The Returns in this Table in regard to School Houses are so imperfect, and involve so many inconsistencies, when compared with those of the preceding year, as to render them of little value. According to the Returns received, there is a decrease in the number of Frame School Houses of 178, and in the number of Log School Houses of 128; while there is an increase of 118 in the number of Brick School Houses, and an increase of 128 in the number of Stone School Houses, I think there must be mistakes in the returns of the past, or of the preceding year, or of both. I cannot imagine so great a change in the character of the School Houses in any one year. But after making every allowance for errors in the Returns, it is evident that there is a rapid and very gratifying improvement going on in the character of School Houses and their Furniture, as well as in the character of the Schools themselves.

The number of visits to the Schools reported is as follows:—By Local Superintendents, 7,544,—*increase, 628*; by Clergymen, 3,417,—*increase, 82*; Municipal Councillors, 1,838,—*increase, 442*; by Magistrates, 1,496,—*increase, 97*; by Judges and Members of Parliament, 352,—*decrease, 13*; by Trustees, 16,270,—*increase, 371*; by other persons, 13,189,—*increase, 1,795*. Total School Visits, 44,106,—*increase, 3,402*. The only class of paid Officers among all of these School Visitors are the Local Superintendents. This large and increasing number of gratuitous Visits by the most intelligent classes of the Community evinces their growing interest in the Public Schools.

The number of Lectures delivered by Local Superintendents reported is 1,995,—*decrease, 87*; not two-thirds as many Lectures as there are Schools. Lectures by other persons, 428,—*increase, 168*. But the Local Superintendents give many instructions and counsels, in their visits to School Sections, which they do not return as Lectures, though they are, perhaps, to some extent, substitutes for them.

The number of School Sections reported is 3,634,—*increase, 109*; the number of Schools reported is 3,472,—*increase, 147*; number of Schools closed, or not reported, 162,—*decrease, 38*; number of Free Schools, 1,263,—*increase, 52*; number of Schools partly free, 1,567,—*decrease, 98*; number of Schools with a Rate-bill of 1s. 3d. per month, (the highest Rate-bill allowed by law in the Common Schools,) 1,149,—*decrease, 4*; number of Schools with a less Rate-bill than 1s. 3d. per month, 543,—*decrease, 1*. These Returns illustrate the discretionary power of the inhabitants to support their Schools as they please while they show the gradual and steady progress of Free Schools.

The time during which the Schools have been kept open in Cities, Towns, and Villages embraces, with scarcely an exception, the whole period required by law; and the average time of keeping open the Schools, in both Townships, Cities, Towns and Villages, was ten months and two days, an increase of twelve days on the preceding year, and about two months longer than the Schools are kept open in any State of America.

5. *Table E.—Religious Exercises, Text Books and Apparatus used in the Common Schools.* The number of Schools reported as opening and closing the Daily Exercises

with Prayer is 1,001,—decrease, 2; in which the Holy Scriptures are read, 1,854,—decrease, 109.

The National Readers are reported to be used in 3,054 Schools, and the National Arithmetics in 3,000 Schools; the other Text Books recommended by the Council of Public Instruction are used to an equal extent, so that the Text Books authorized and printed in the Country may be considered as all but universally used in the Schools. Although it is the Master, and not the Text Book, that makes the School, yet Educationists in all Countries regard the use of a uniform series of good Text Books as essential to the best interests of Schools, and to the completeness of a System of Public Instruction. That object, so nearly attained in Upper Canada, has not been accomplished in any of the neighbouring States, beyond the Cities and Towns.

6. *Table F.—Maps, Globes, and School Apparatus.* The number of Schools provided with Tablet Lessons is 697; with Globes, etcetera, 415; with Blackboards, 2,480; with Maps, 1,924,—a gratifying increase under each of these heads.

The number of Maps, etcetera, furnished by the Depository of this Department during the year is as follows:—Maps of the World, 136; of Europe, 266; of Asia, 201; of Africa, 185; of America, 222; of Canada, 277; of British Isles, 196; of Hemispheres, 267; of Classical Maps, 78; other Maps, 192; of Globes, 103; of complete sets of Holbrook's School Apparatus, 14; of parts of the same; 146; of sundry Philosophical Apparatus, 141; of Natural History Object Lessons, 5,046; of Scripture History Lessons, 1,480; of other Object Lessons, 316; of Tablet Lessons and Prints, 6,458; of various other Articles for Schools, 959.

The whole number of Maps sent out in 1885 was 1,304; the whole number sent out in 1856 was 2,020—increase, 716. The number of Globes sent out in 1855 was 48; in 1856, 103—increase, 55. There is a corresponding increase under each of the other heads, and there has been a greatly increased demand for these Articles since the commencement of the current year.

7. *Tables G, H, I.—Grammar Schools.* The whole number of Grammar Schools in operation in 1856 was 61, of which twenty-six were Senior County Grammar Schools, each receiving a special Grant, independent of the apportionment out of the Fund arising from the sales of Grammar School Lands. The amount apportioned from this Fund to Grammar Schools was \$6,661,—increase, \$111. The amount derived from Fees, \$4,990,—decrease, \$131. The amount granted by Municipalities, \$3,447,—increase, \$1,817, chiefly for Buildings. The total amount for Salaries of Masters and Teachers, \$11,914,—increase, \$350. The amount expended for Maps and Apparatus, \$201,—increase, \$139. The amount expended for Books and Contingencies, \$1,562,—increase, \$1,081. Total receipts for Grammar School purposes, \$19,248,—increase, \$3,761.

From the necessary process of relieving the Grammar Schools of Elementary Common School pupils, by requiring an Entrance Examination, in order to gain admission, the aggregate number of pupils in the Grammar Schools has been reduced from 3,726 to 3,386; while there is only a nominal increase in the number of pupils studying Latin and Greek. The number of pupils in Latin was 1,051, increase 12. The number of pupils in Greek in 257, increase, 22. The number of pupils in French was 462, increase 97. There is, therefore, a little more than one-third of the pupils in the Grammar Schools studying Latin; a little more than one-twelfth studying Greek, and a little more than one-seventh studying French. From the Statistical Tables, there appears to be a respectable increase in the number of pupils in the other, and some of the higher subjects taught in the Grammar Schools. The average number of pupils per School, was, in Latin, 17; in Greek, 4; in French, 7. But from the Statistical Tables, it appears that some of the Grammar Schools have no pupils in Greek, and less than half a dozen in Latin. There is a manifest improvement in several of the Grammar Schools; the provisions of the Law and the Regulations to reduce them to a system, and to classify the studies in them, etcetera; to secure properly qualified Masters,



have operated beneficially. But, considered as a whole, the Grammar Schools, with a few honourable exceptions, are in an unsatisfactory state, more so than any other class of Institutions in the Country. The powers and resources of Trustees are wholly insufficient to enable them to provide proper School Houses, or furnish them, or secure competent salaries for the Masters. In several instances, County, City, or Town Councils have honourably responded to the applications of the Board of Grammar School Trustees, in providing means for the erection and furnishing of Grammar School Houses, and for making up the salaries of Masters; but, in most instances, these applications have been unsuccessful. County Councils have objected to levy a rate on the County, or to make a Grant from the County funds, in aid of a Grammar School, upon the ground that, if aid were granted to one, it must be granted to each of the Grammar Schools established in the County; they hold that the City, Town, or Village, where a Grammar School is situated, should provide for its support; that the few Country pupils who may attend a Grammar School, contribute to the support of the School, and to the advantage of the City, Town, or Village within the limits of which it is situated, and the whole Country should not, therefore, be taxed on account of the attendance of such Country pupils. On the other hand, the Municipal Council of a City, Town, or Village, objects to levy Rates, or to make Grants in behalf of the Grammar School, because it has no voice in the management of such School, since the County Council appoints the Board of Trustees. It is thus that the Grammar School, so partially and remotely connected with the County in regard to interest, and severed from the City, Town or Village in respect to control, obtains no aid from the Municipal Council of either. It is true, that when the Boards of Grammar and Common Schools unite and form one Board, such United Board possesses the powers of both Boards separately, and can thus provide for the support of both the Grammar and Common Schools. But it is yet problematical, and I think very doubtful, whether the union of Grammar and Common Schools is advantageous to either, and is not, in the majority of instances, really injurious to both. Every one must admit that Grammar Schools and their Boards of Trustees ought not to be placed in a position of inferiority to Common Schools, and their Trustees, as to means of support. If it is proper to have public Grammar Schools at all, as all will admit, it is proper to provide for their efficiency. I believe the Boards of Trustees, with scarcely an exception, have employed all the means in their power to render the Grammar Schools entrusted to their charge, as efficient as possible; but they have no power to raise a six-pence for the erection and furnishing of the School House, or for the payment of their Master, or Masters, except by the Fees of pupils. It is impossible that the Grammar Schools can improve, or flourish, under such circumstances, or that they can otherwise than flag and languish in comparison to Common Schools.

I believe that no considerable improvement can be effected in the Grammar Schools, until they are made the property of the City, Town and Village Municipalities, within the limits of which they are established, and under their control; and the fund apportioned in aid of their support be paid upon the same conditions as that on which apportionment from the Legislative Grant in aid of the Common Schools is made, and that until the Boards of Trustees of Grammar Schools be placed upon the same footing, and invested with the same powers as the Trustees of Common Schools.\*

I believe, also, that the multiplication of feeble and inefficient Grammar Schools is an evil, rather than a good; that it is much better to have one, or two, first-rate Grammar Schools in a County, than half a dozen poor and sickly ones, such as are wholly inefficient, whether as Grammar or Common Schools. It can not be otherwise than a waste of the School Fund, a burden and loss, to establish, or continue, a Grammar School, unless means are provided for its efficient support, and unless there is an average attendance of, at least, ten pupils who are studying the Classical Languages, and the special subjects for the teaching of which Grammar Schools have been established.

\*Subsequent legislation has been quite in the direction of the suggestions here made by the Chief Superintendent of Education.

For a practical view of the state of these Grammar Schools, and valuable observations respecting them, see the recent Reports of the Inspectors, the Reverend William Ormiston, M.A., and Mr. T. J. Robertson, M.A.

8. *Table K.—Provincial Normal and Model Schools.* These important Institutions continue to fulfil their great mission with unabated efficiency and success; and their influence is felt in every part of the Country, in the construction and furnishing of School Houses, the organization and management of Schools, and the methods of discipline and teaching. The Provincial Model Schools,—one for Boys and the other for Girls,—are limited to 210 Pupils each,—are arranged and furnished, with the appendages of Play yards and Sheds, Gymnasias, etcetera, and are taught and conducted in a manner designed as a “Model” for the Common Schools of the Country. In these Schools the Students, or Teachers-in-Training, in the Normal School attend, first as observers, then as Assistant Teachers, a few hours each week,—thus reducing to practice (by teaching) the subjects of the Lectures and Exercises in the Normal School.

The original objects of the Normal School are inflexibly adhered to,—to ground the Student-teachers (as thoroughly and as far as the period of their attendance will admit) in the subjects of Common School instruction, and to practice them in the teaching of these subjects in the Model Schools after the best methods, so that they can organize and conduct their Schools in the manner best adapted to secure the ends of School discipline, to form and develop the minds and characters of the pupils. These objects are, of course, not equally attained in all cases; but the ages and qualification requisite for the admission of Student-teachers to the Normal School are such as to qualify them to teach Common Schools; the great majority of those attending the Normal School have been Teachers, (and some of them licensed as Teachers of the First Class by County Boards) before coming to the Normal School, and the number in attendance at the present time is larger than it has ever been since the establishment of the School in 1847.

The increased demand for Teachers trained in the Normal School,—so much beyond the number of Teachers trained there, the increased salaries offered to them, and the testimonies of local School Reports, attest the importance of the Institution, and the value which experience places upon the services of those trained in it. There is no longer a doubt expressed, if entertained, in any quarter, that a Teacher, who has studied the Science and Art of Teaching and governing Children has a great advantage over one who undertakes that important and difficult work without having learned how to do it. There is, undoubtedly, many an excellent self-made Teacher, as there is many excellent self-made Scholars; yet, it is plain, that good Teachers cannot be produced and multiplied without a training School and College for Teachers, any more than good Scholars can be produced and multiplied without ordinary Schools and Colleges; that, if a Lawyer, or Physician, a Carpenter, or Mason, must serve an apprenticeship of study and practice before pursuing his Profession, or Trade, so should a Teacher serve an apprenticeship of study and practice before undertaking a work the most difficult and important to perform efficiently, as well as the most honourable in itself, of any work involved in the development of mind and the progress of society.

These remarks apply with as much force to the teaching of Grammar Schools as to that of Common Schools. The efficiency of a large number of the Grammar Schools arises, it is believed in most cases, not so much from the want of scholarships in the ordinary sense of the term, as from the want of a thorough Normal School training—in all of the subjects of Grammar School instruction, and the best methods of teaching them. The contemplated Model Grammar School (the Building for which is now quite advanced) will fulfil the functions of a Normal School for the Grammar Schools, while it will serve as a “model” for their organization and management; thus sustaining the same relations, and rendering the same services to the Grammar Schools as are now sustained and rendered to the Common Schools by the present Provincial Normal and Model Schools.



The only objection yet made to the training of Teachers, as far as I know, is that many of them do not pursue that profession, but leave it for other employments. Were this true to the full extent imagined, the conclusion would still be in favour of the Normal School, since its advantages are not confined to Schools, or neighbourhoods, in which Teachers are employed, but are extended over other neighbourhoods and municipalities. No one can read the extracts from the Reports of Local School Superintendents, given in the Appendix to this Report,\* without being convinced, that the influence of the Normal School is felt throughout the whole Country, by the example and success of the Teachers whom it has sent forth, stimulating other Teachers to improvement and exertion, and elevating the general standard of School Organization and Teaching. Several persons who have attended the Normal School for a longer, or shorter, period have died; a number, by their diligence and economy, have qualified themselves for the Christian Ministry, or for the professions of Law, Medicine, and Surveying. Eight (after having taught some time) have lately entered the University, six of them obtaining scholarships on subjects in which they had had the advantage of training and exercises in the Normal and Model Schools; and are thus qualifying themselves for the higher departments of public instruction. A considerable number have established, or are engaged in, Private Schools; a number also are employed as Teachers in the Grammar Schools; one as Professor, and three as Teachers in the Normal and Model Schools of Lower Canada, besides one, or more, in Victoria College and Belleville Seminary, etcetera. It is not understood that the young Women, trained in the Normal School, are under obligation to teach after marriage. Some of them have been employed as Governesses; and a large number are teaching in the best Common Schools in nearly all of the principal Cities, Towns, and Villages of Upper Canada, and in many of the best country Schools. Although it may be presumed that many of them have married, yet large numbers of them are thus employed in teaching, and some are known to continue teaching after marriage. After making all these deductions, and accounting for the employment of Teachers trained in the Normal School in teaching other than Common Schools, the very imperfect returns report 430 Normal School Teachers as employed in the Common Schools of Upper Canada, at the present time, teaching about one-eighth of the Common Schools of Upper Canada, and exerting a salutary influence over the character and teaching of a large proportion of the other seven-eighths.

On this point it may be further remarked:

1st. That no Candidate is admitted into the Normal School, except upon the declaration, that he will devote himself, or herself, to teaching, and that the object of his, or her, attending the Normal School is to qualify himself, or herself, better for the profession of teaching; accompanied by a Certificate of Character, signed by a Clergyman of the Church to which he, or she, belongs. This is the same condition required for admission into a Normal School of the State of New York and of the Eastern States, where the change of employment and profession, and removals from one State to another are much more frequent than in Canada.

2nd. That no Student-teacher receives the small pecuniary aid of five shillings per week towards the payment of board, before the end of the Session; nor then unless by good conduct, and on examination in writing, (extending over several days) on all the subjects of Normal and Model School instructions and exercises, he, or she, is adjudged entitled to at least a Second Class Certificate of Qualification.

3rd. That the period of instruction in the Normal School only extends over two Sessions of five months each,—ten months in all; and that the Lectures, Teaching, and Exercises in the Normal School, and the practice in the Model Schools are not those of an ordinary School, or College, but form a system of practical training for the work of teaching, and, therefore, present comparatively little inducement for the attendance of any who do not intend to devote themselves to the work of teaching.

\*These extracts are not printed herewith, as they are too voluminous, but they may be seen in the Appendix to the Journals of the House of Assembly for 1857.

4th. That of the 165 Candidates (91 Males and 74 Females) who have been admitted to the Normal School during the current Session, 91 of them (66 Males and 25 Females) have already been Teachers of Common Schools, thereby furnishing the strongest practical proof that their object in attending the Normal School, for a few months, is to become better qualified for the work of teaching.

In all professions and pursuits there are changes from one to another. I do not think it is just, or wise, or expedient, to deny to the Normal School Teacher (because of his, or her, attendance at the Normal School a few months) this liberty, or discretion, if opportunity presents itself to improve his, or her, position, or increase his, or her, usefulness,—motives for which, however, are daily becoming feebler, as the salary and position of the Teachers are improving, while greater difficulties, if not less gains, attend the entrance and pursuits of other professions and employments. In whatever position, or relation, of life a Normal School Teacher may be placed, his, or her, training at the Normal School cannot fail to contribute to their usefulness. In Prussia, no Candidate is admitted into the Christian ministry without a Certificate of his having attended a six months course of Lectures and exercises on “Pedagogy,” or School-teaching.

In whatever light, therefore, the Normal and Model Schools are viewed, and the more carefully their character and operations are examined, the more important will they appear as one of the vital parts of a System of Public Instruction, as providing not only the most important Schools of the several Counties with efficient Teachers, but as exerting a powerful influence upon the teaching and character of most of the Public and Private Schools throughout the Country, as well as in contributing to the general education of so much of the population of the Province as attend these Schools.

9. *Table M.—Free Public Libraries.* In previous Reports, I have explained the origin and nature of our system of Public School Libraries. During the year 1856, 13,701 Volumes of Books were supplied from the Depository of this Department; but, from the 1st of January to the 1st of July of the current year (1857) 24,765 Volumes have been called for,—nearly twice as many as were applied for during the whole of 1856. This large increase, during the last six months, is chiefly owing to some discussion which took place at the beginning of 1857, relative to the Public Libraries, and the application, by Municipalities, of portions of the Clergy Reserve (or Municipalities) Fund to the purchase of Libraries. The whole number of Volumes sent out from the Depository of this Department, during the three years during which the Library System has been in operation, is 155,736. The subjects of these Volumes are as follows: History, 26,935 Volumes; Zoology, 11,313; Botany, 2,033; Natural Phenomena, 4,517; Moral and Physical Science, 3,524; Geology and Mineralogy, 1,315; Natural Philosophy, 2,407; Chemistry, 1,114; Agricultural Chemistry, 682; Agriculture, 6,980; Manufactures, 7,300; Literature, 15,378; Travels, 11,329; Biography, 17,223; Practical Life (or Moral Tales and Stories), 41,970; Teachers' Library, 1,679. Total, 155,726 Volumes.

The useful occupation, instruction and entertainment afforded by the circulation of so many Books on so great a variety of subjects, cannot be easily estimated. The number of Libraries established is 289,—subdivided into nearly 1,000 Sectional School Libraries. The number of Libraries established during the last six months is 70,—subdivided into upwards of 200 Sectional School Libraries.

It is not to be expected that these Libraries should be equally appreciated and read in every neighbourhood where they are established, as, in the different Members of the same Family, there is the widest difference in this as in other respects, in different parts of the Country, in different Municipalities, and in different neighbourhoods of the same Municipality. In some neighbourhoods there is little taste for reading among either young, or old; in other neighbourhoods the young very generally avail themselves of the Books in the Library, or section of it; in others again, all classes and ages are eager to procure and read them.



In the selection of Books for some of the Libraries, the local Authorities were anxious to provide, in the first instance, a series of Standard Works on different subjects; and, in so doing, they had but little means left to procure smaller Works, and more attractive and popular as Reading Books for young people. I think this circumstance has, as in a few cases, rendered the Libraries less useful and attractive than they would have been had a more varied and popular selection of Books been made. But, as the Catalogue is large, and the selections from it entirely at the discretion of the local parties establishing Libraries, I have not thought it advisable to interfere in the least with that discretion, unless expressly desired to do so. But, on the whole, the selections of Books for the Libraries have been made with great discrimination.

It is also gratifying to know, that the method adopted for supplying the Municipalities and School Sections with Libraries, Maps, School Apparatus, etcetera, is highly approved by intelligent Visitors and Educators from other Countries, and is regarded as a feature peculiarly favourable to the Canadian System of Public Instruction.\*

10. *Extracts from the Reports of Local Superintendents.* These extracts are 150 in number,—all that have been transmitted with the Reports from the Township, City, Town and Village Municipalities.† These extracts are witnesses as to the working of the School System and the operations of the School Law. They present the dark as well as the bright side of the picture; the failures and defects as well as the successes and excellences of the System. I wish to conceal no defect, but to discover and remedy it; I wish to hide no failure, but to expose it, and, if possible, to prevent its recurrence.

From the extracts of these local School Reports, which I gave in the same impartial manner in my last Annual Report, an attempt has been made to prove that the School System is a failure. Passages have been selected from two, or three, of these local Reports, stating in each case, in substance, that the School-house was in a state of dilapidation, that the School was badly attended, that the Teacher was unfit for his office, and that there was a general feeling of indifference in regard to education, and then these statements have been held up as illustrations of the state of the Schools and the results of the School System throughout Upper Canada.

Of the fairness of such reasoning, and the honesty of such a proceeding, every intelligent Reader is competent to judge. In the same way might it be proved, that Agriculture is declining, in a County, or Township, because some farms in such County, or Township, are in a wretched state, and some Farmers are indifferent to all agricultural improvement. In the same way might it be proved that Agriculture is declining throughout Upper Canada, after all that has been granted, and done, by Agricultural Societies, because there are some Municipalities in which the Farms generally are as badly managed, and the Farmers are as inactive as they were many years ago. In the same way might it be proved that Canada is declining in Population and Commerce and Wealth, and that its whole System of Government is a failure, because there are portions of it in which population is as sparse, and Villages are as poor, and Trade is as limited, as in former years. With the same kind of fairness and intelligence have some European Travellers landed and spent a few hours upon some non-commercial and non-agricultural, and non-progressive spot in Canada, or have seen some portions of its Frontiers, and then published that the Country was stationary and retrograding, and was unworthy of being a part of the British Empire, while all the rest of America was advancing with rapid strides.

Now to all such fallacies and falsehoods, one reply would be deemed sufficient, namely, an appeal to the General Statistics of Agriculture, of Trade, of Population, of Property. So, in regard to Schools and the School System, whatever may be the state, or neglects, of a particular neighbourhood, or Municipality, the general Statistical

\*See an expression of opinion of this sort recently in New York, on page 34, herewith.

†These extracts are too voluminous to be inserted here; but they can be examined in the Appendix to the Journals of the House of Assembly for last year.

Returns show an advancement not equalled by that of any other State in America, and the extracts from nine, out of ten, of the local Reports show an exertion, a progress and success in the great majority of the Municipalities, of the most gratifying and satisfactory character. For example, if it be stated in the Report of one Municipality, that the Public Library is not appreciated,—that the Books are not read, or applied for,—that all classes are indifferent to them, is it, therefore, to be inferred that the System of Libraries is a failure, and that the Law and Regulations provided for Libraries are bad? On the contrary, if it be stated in the Report of another Municipality, that the Public Library is highly appreciated,—that the Regulations are strictly observed,—that the Books are very generally sought after, and eagerly read; would it not be inferred from the different working and the results of the same System in different Municipalities that the failure in one case could not be attributed to the System, while the success in the other case shows what aids and facilities the System affords to the people where they chose to avail themselves of it. The same remark applies to school operations. If, in one School division the School-house is convenient and well furnished, and the School efficient and well attended, and, if the reverse is the case in another School division, the difference in the two cases cannot be ascribed to the System, for it is the same in both School divisions, but must be owing to other causes. In an extract from one of the local School Reports, we have an account of the development and working of the System in a City, and where all the Teachers have been trained in the Normal School; while in another extract will be found a statement of the rise, progress, and working of the System in a Township. Other extracts given evince an equal success in other Municipalities. What is done and witnessed in the Municipalities may be done in all Upper Canada, if similar feelings prevail, and similar means are used.

The extracts from the local School Reports will satisfy the attentive and candid Reader on the following points:—

(1) That the improvement and progress of the Schools throughout the Country at large is very great; that the inhabitants are making noble and successful exertions for the education of their children, notwithstanding the backwardness and indifference in some of the Municipalities.

(2) That the School Law places the education of the children in the hands of the people themselves; that it invests the inhabitants of each Municipality with powers to provide for the education of all their children, and they are responsible if this be not done.

(3) That while the Religious rights of each pupil and of its parents, or guardians, are equally protected, it is in the power of the School division to make their School, or Schools, as decidedly Religious as they desire.

(4) That in Municipalities, where the Schools are reported to be in an unsatisfactory state, this painful fact is in no case ascribed to the defective provisions of the School Law, except in the frequently expressed earnest desire that the Legislature would amend the Law so as to make all schools Free.\*

1. *Educational Museum, and School of Art and Design.* The School Act of 1850, 13th and 14th Victoria, Chapter 48, Section 41, authorizes the expenditure of "a sum not exceeding Two hundred pounds, (£200,) in any one year, to procure Plans and Publications for the improvement of School Architecture and Practical Science, in connection with the Common Schools;" and the Act of 1853, 16th Victoria, Chapter 185, Section 23, authorized the expenditure of "a sum not exceeding Five hundred pounds, (£500), per annum, in the purchase of Books, Publications, Specimens, Models and Objects, suitable for a Canadian Library and Museum, to be kept at the Normal School Buildings."

\*This was done in 1871, when a School Law was passed by the Legislature declaring that hereafter all the Public Schools should be Free Schools, supported by a general tax upon the property of each School division.



In the Act, of 1849, 12th Victoria, Chapter 83, the sum of Five hundred pounds, (£500), was granted for the establishment and support of a School of Art and Design for Upper Canada,\* to be in connection with the Normal School, and under the control of the Council of Public Instruction. Two Rooms were provided for this purpose in the Normal School Building, but, on the proposal to establish a Chair of Civil Engineering in the Provincial University, I suggested the establishment of the School of Art and Design as an Appendage or Branch of the Chair of Civil Engineering, and that the provision for its establishment, in connection with the Normal School, need not be continued. But the idea of establishing the Chair of Civil Engineers by the Provincial University having been abandoned, and the Statute providing for it repealed, it became a matter of consideration and importance to give effect to the original purpose of establishing the School of Art and Design in connection with the Normal School, and, more especially, as Drawing forms one Branch of the Course in Instruction in both the Normal and Model Schools, and will be taught to a great extent in the Model Grammar School, and there are here the greatest facilities for the economical establishment and support, as well as usefulness, of such a School. Accordingly the requisite steps have been taken to accomplish that important object, in the establishment of the Model Grammar School.

By the provisions of the Acts above mentioned, I have been enabled to introduce Publications and Plans for the improvement of School Architecture into all the Municipalities of Upper Canada;† to obtain Models and Instruments and Apparatus for teaching and illustrating different Branches of Natural history and Science in the Schools; to commence a collection of Specimens of the Canadian Birds and Animals for the Geology and Mineralogy of the different Provinces of British North America, Models of Agricultural Implements, etcetera, together with several hundred Books, Publications, and Objects relating to Education and other departments of Science and Literature. I have also been anxiously desirous of preparing the way for, and as far as possible of giving effect to, what was contemplated in connection with the School of Art and Design.‡ In England Schools of Art and Design are becoming prominent features of Popular Instruction in the principal Cities and Towns. In connection with some of these Schools, interesting Collections of Objects of Art, consisting chiefly of Paintings, Sculpture and Drawing, Plaster casts of Statues, Statuettes, and Busts, Models in marble, alabaster, ivory, wood, bronze, terra cotta, Models in wax, plaster, etcetera. In connection with the Royal Schools of Art and Design in London (kept in Marlborough and Somerset Houses), upwards of a thousand of these specimens are collected and arranged. In addition to these Schools, the Committee of the Privy Council on Education have established an Educational Museum, at the new Buildings in South Kensington, at the west end of London, the Books and Objects of which are grouped under the following divisions: 1 School Buildings and Fittings:—Forms, Desks, Plans, Models, etcetera. 2. General Educational Subjects:—including Reading, Writing, Grammar, Arithmetic, Mathematics, Foreign Languages and Histories. 3 Drawing and the Fine Arts. 4. Music. 5. Household Economy. 6. Geography and Astronomy. 7. Natural History. 8. Chemistry. 9. Physics. 10. Mechanics. 11. Apparatus for teaching the Blind and Deaf. A late English newspaper contains the following brief account of this Educational Museum:

\*In February, 1849, Doctor Ryerson, in a Draft of School Bill, proposed to the Government the establishment of a School of Art and Design. This Draft of Bill was incorporated in the "Cameron School Bill" of that year; but the Bill, as passed by the Legislature, never went into operation, for the reasons given on pages 203-233 of the Third Volume of Historical and other Papers and Documents.

†In regard to the efforts which have been made to improve the architecture of the Public Schools, see Note on page 168, of the Eighth, and page 270 of the Ninth, and page 92 of the Eleventh Volume of the Documentary History. See also page 226 of the Sixth Volume.

‡Although projected in 1849, no School of Art and Design has yet been established in this Province.

"The South Kensington Museum is a result of the School of Design, founded in 1838, and the Great Exhibition of 1851. The School of Design, under the influence of the feeling generated by the Hyde Park Palace, expanded into the present Department of Science and Art, under the Committee of Privy Council on Education, and the nucleus of a permanent Museum of Arts was formed at Marlborough House. The Department of Science and Art has acquired a Building, in which its scheme for training may be systematically carried out and its Curiosities constantly exhibited. Thither are transferred all the ornamental specimens from Marlborough House, the entire Collection of the Architectural Museum, together with many Articles belonging to the Commissioners for the Exhibition of 1851. Thus Decorative Art and Practical Science have a permanent home, which, moreover, is nobly adorned by the fine collection of Pictures and Drawings munificently given to the Nation by Mr. Sheepshanks. The Offices of the Department and the Training Schools are under the same roof as the Museum, which, while it will be a source of rational recreation to the general public, will also, it is hoped, be an important agent in the instruction of the Students. The collection of Works belonging to the Department of Ornamental Art first attracts the notice of the spectator, occupying, as it does, the Corridor in which he will find himself immediately after his entrance. Only a portion of the entire Collection,—which numbers upwards of 4,000 Objects,—is at present exhibited, inasmuch as about a fourth part, including the whole of the acquisition from the Bernal Collection, have been sent to Manchester.

"The Educational part of the Museum occupies the centre of a large iron Building, which forms a wing of the entire Edifice. It comprises specimens of Scientific Instruments, Objects of Natural History, Models of School-rooms, Casts of Classical Statues, and a Library of 5,000 Volumes, all admirably arranged. 'Education' is a wide word, as will be obvious enough, when we state that the official subdivision of the Department is into that of School Buildings and Fittings, General Education, Drawing and the Fine Arts, Music, Household Economy, Geography and Astronomy, Natural History, Chemistry, Physics, Mechanics, Apparatus for teaching the Deaf and Dumb, Idiots, etcetera, and Physical training. To this Collection, which will probably be the most popular of the whole Exhibition, the 'Commissioners of Patents' Museum forms a sort of supplement. In this Department the history of the Steam Engine is copiously illustrated.

"The nucleus of a Collection of Sculpture has also been formed by the assemblage of about fifty works contributed by twenty-five Artists among whom are Messieurs Baily, Bell, Foley, Munro, Calder, Marshall, and the late Sir R. Westmacott. By the Collection of the Architectural Museum, which occupies a large portion of the Gallery and descends into the lower Corridor, a complete history of the Mediaeval Architecture of France and England is represented by almost numberless casts of decorative details.

"The 'Trade Collection,' which is likewise in the Gallery, and is the property of the Commissioners of the Exhibition of 1851, will not always remain in its present complete state. It is chiefly composed of the Natural Products used in the various Arts, and of these the Animal Products are alone to be retained, the others being too fragmentary to justify their retention in a distinct Museum. Specimens, therefore, of Mineral and Vegetable products will be distributed among various National and Provincial Museums which admit of improvement.

"Another department is the 'Economic Museum' (?) formed by Mr. Twining, and presented by him to the Government.

"Everything has been done to render the new Museum a source of instruction and amusement to all classes alike, the exigencies of time being taken into consideration, as well as the exigencies of the pocket. On Wednesday, Thursday, and Friday, being Students' days, the price of admission is sixpence; on the other days of the week admission is free.

"The following are the Rules sanctioned for admission to this Museum:—



"1. The Collections of Objects relating to Education, Architecture, and Trade; of Pictures, Sculpture, Ornamental Art, and Models of patented inventions, will be opened to the public daily from 10 till 4 in the day-time, and from 7 to 10 in the evenings.

"2. On Mondays, Tuesdays, and Saturdays, and daily during the Easter and Christmas weeks, the public will be admitted free; but on these days, Books, Examples, Models, Casts, etcetera, cannot be removed for study.

"3. On Wednesdays, Thursdays, and Fridays, the public will be admitted on payment of sixpence each person. This sum during the day-time will enable any person to consult any Books, Diagrams, etcetera, in the Collections of Education and to copy any Article in the Collections of Art; except modern Paintings, for which special permission in writing must be obtained. . . .

"4. Sticks, umbrellas, parcels, etcetera, must be left at the doors.

"5. Except the fees above mentioned, no fee, or gratuity, is to be received by any Officer of the Department from any person.

"6. The Library of Art is open every day, from 11 a.m., and the usual vacations.

"7. All registered Students of the Central School of Art have free admission to the Library. Occasional Students are admitted upon payment of sixpence, which will entitle them to entrance for six days from the day of the payment of the fee, inclusive. . . ."

The above Museum is under the direction of the Lords of the Committee of the Privy Council on Education,—of which the Right Honourable Earl Granville is President, and the Right Honourable W. Cowper, Vice President.

It would be too much to attempt an Educational Museum in Canada on so extensive a scale; but we have already in the Normal and Model Schools the beginning of what might be deemed necessary under the first of the above divisions, and considerable Collections which belong to the 2nd, 3rd, 4th, 6th, 7th, 8th, 9th, and 10th, of the above divisions. In England an Act of Parliament was passed some years since authorizing the Corporation of each City and Town in the United Kingdom to establish a Provincial Museum; and these local Museums are now multiplying on every side, being regarded as a powerful, though indirect, means of popular education, as well as of popular entertainment.

During my late tour in Europe, the importance of embracing Objects of Art as a prominent feature of our Educational Museum, and as an essential element of a School of Art and Design, was strongly pressed upon me both by what I saw, and by the opinions and advice of learned practical men. Colonel Lefroy, better known in Canada as Captain Lefroy, addressed me a very interesting and able Letter on the subject.

The Earl of Elgin not only favoured me with his advice, but afterwards enclosed me, (with a very kind and suggestive Note), a Pamphlet containing a copy of an address delivered at Glasgow, in January, 1855, by Mr. C. H. Wilson, "On the formation of Provincial Museums and Collections of Works of Art."

A Collection of such Objects of Art has double the value in Canada that it possesses in any City, or Town, in Europe, in every Country of which treasures of Art abound in the Royal Palaces, National Museums, and private Mansions, all of which are opened to the public with great liberality. And even there, where the facilities of travelling are so great, the Public Museums are so numerous, and the different Countries are so near to each other, many Travellers, not content with having seen and contemplated the original Objects of Art themselves, purchase copies, of the most famous Paintings and Casts, or Sculptures, or Bronze, copies, of the most celebrated Statues, Busts, etcetera, for the gratification of their own tastes, and the ornament of their Mansions. But, in Canada, where there are no such Art Treasures, where we are so remote from them, where there is no private wealth available to procure them to any extent, a Collection, (however limited,) of copies of those Paintings and Statuary, which are most attractive and instructive in European Museums, and with which the trained

Teachers of our Public Schools may become familiar, and which will be accessible to the public, cannot fail to be a means of social improvement, as well as a source of enjoyment, to numbers in all parts of Upper Canada.

The copies of Paintings which I have procured present specimens of the Works of the most celebrated Masters of the various Italian Schools, as also of the Flemish, Dutch, German and French. The French Collection of Engravings is much more extensive. The Collection of Sculpture includes casts of some of the most celebrated Statues, ancient and modern, and Busts of the most illustrious of the ancient Greeks and Romans, also of Sovereigns, Statesmen, Philosophers, Scholars, Philanthropists, and Heroes of Great Britain and France. Likewise a Collection of Architectural Casts, illustrating the different Styles of Architecture, and some of the characteristic Ornaments of ancient Gothic and modern Architecture.

12. *The Department of Public Instruction for Upper Canada.* As very imperfect and, in many cases, mistaken ideas exist in regard to the nature and duties of this Department, it may be proper once, and for all, to state them in as few words as possible.

The Department has to do with the popular instruction of the Country, embracing the Common, or Elementary, Schools, and the Grammar, or Classical Schools; but not the Universities, or Colleges, from which Returns are obtained by the Department only by courtesy.

(1) *The Education Office* proper, in which, under the direction of the Chief Superintendent, the Common and Grammar School Laws are administered, School Acts, Forms, Regulations, etcetera, are supplied to all the Schools of the Country, (3,500 in number); information of any kind is given, appeals decided:—the whole involving under the head of Correspondence alone, between six and eight thousand Letters a year, or upwards of six hundred per month, besides the examination of all local Financial Returns and Reports, and the preparation of the Annual General Report.

(2) *The Council of Public Instruction*, by which all appointments to the Normal and Model Schools are made, all Expenditures for their establishment and support are ordered and audited, all the Regulations for the Normal and Model, Grammar and Common Schools, and Public School Libraries, are authorized, and the Text-books for the Schools, and the Books for the Libraries, approved. The Chief Superintendent is required to prepare all of these Regulations, and to examine all of these Books and to report upon them; also to have the oversight of the Normal and Model Schools.

(3) *The Normal School* for the special Training of Teachers,—about one hundred of whom are sent out per year.

(4) *The Model Common Schools* limited to 420 pupils each, in which Student-teachers in the Normal School, observe the best methods of School Organization, Classification, Teaching and Discipline, and Practice Teaching.

(5) *The Model Grammar School*, to consist of pupils equally distributed among all the Municipalities of Upper Canada, and is designed to sustain the same relation to the Classical Grammar Schools of the Country as the present Model Schools do to the Elementary Common Schools, to be a standard and pattern for their imitation, and an instrument of training Teachers for them.

(6) *The Depository of School Maps and Apparatus*, from which all the Public Schools of the Country are supplied with these articles and appliances at cost prices, the Chief Superintendent also apportioning one hundred per cent. upon whatever sum or sums may be transmitted by Municipal and School Authorities for the purchase of them for their Schools. The best Maps published in Great Britain and America are here procured, together with Maps in relief, or Raised Maps, (preferred in France,) Globes, Tellurians, Charts, Collections, Philosophical Instruments and



Apparatus, to illustrate Lectures and instructions in Geography, Natural History, Geology and Mineralogy, Mathematics, Chemistry, Mechanics, Astronomy and other branches of Natural Philosophy; indeed all subjects taught in the Common, Grammar, Model and Normal Schools. In order to bring these facilities for improving and benefiting the Schools prominently into public notice I have deemed it expedient to send specimens of the Apparatus, Globes, Maps and Charts, etcetera, to the Provincial Exhibition each year.

7. *The Depository of Books for Public School Libraries*, embracing a careful selection of more than 3,000 different Works, and several thousand Volumes. These Books are furnished in no case to private individuals, but to Municipal and School Authorities at cost price, with the addition of an apportionment by the Chief Superintendent of one hundred per cent. upon all sums transmitted from local sources. Upwards of 150,000 Volumes have already been sent out from the Depository,—24,689 Volumes during the last six months. From the Official Catalogue for Public Libraries, selections of the best illustrated Works, Reward cards, etcetera, have been made for Prizes in the Public Schools of Upper Canada. One hundred per cent. is allowed on all sums of five dollars and upwards transmitted to the Department for the purchase of these Prize Books.

(8) *An Educational Museum*, embracing a large collection of School Models, Apparatus, Fittings, etcetera. About 150 copies of Paintings, illustrative of the works of the great Masters of the Italian, Flemish, Dutch, German and French Schools of Painting, Architectural Casts, and some three, or four, hundred Casts of Greek and Roman and Modern Sculpture, being Statues and Busts of Personages and Characters celebrated in ancient and modern history

(9) *Grounds Surrounding the Buildings*, designed not for ornament merely, but as a Botanical Garden, the Flowers, Plants and Shrubs being labelled and accessible to Students and others, to illustrate the Lectures in Vegetable Physiology, and the Lessons in Botany, and from which Specimens are selected and used in the Schools for analysis and illustration

The object of the construction and arrangements of the Buildings and premises is to combine taste with necessity and convenience, to spend not a penny on mere ornament, but to render ornament subservient to utility, to impress upon all classes that an Establishment symbolical of what the System of Elementary and Grammar Schools of the Country ought to be, and the primary agent in promoting what concerns the great mass of the people, and lies at the basis of our national civilization and advancement, should be second to no other Institution in the Country in the comprehensiveness of its arrangements, the simplicity and perfection of its details, and the chaste elegance of its appearance,—such as the eye can look upon with pleasure, and the mind contemplate with satisfaction. I believe the influence of everything appertaining to such an Establishment, identified as it is with the Country at large, and such as the people may especially call their own, is by no means small.

13. *Miscellaneous Remarks*.—(1) In my last two Annual Reports I have discussed at large the provisions of the law and the character of its administration in regard to Separate Schools and the Religious Instruction of youth. I have shown that to the Churches and Parents, and not to the Government, or to any one paid out of public funds, appertains the duty of giving special Religious Instruction to children, and of providing for their Religious Education. I have shown that what has been further claimed on the part of certain supporters of Separate Schools was inconsistent with what is granted to supporters of Dissident Schools in Lower Canada, is inconsistent with what is required of Trustees of Common Schools in Upper Canada, is an infringement of the rights and powers guaranteed to Municipalities by successive Acts of

Parliament, and inconsistent with any National System of Public Instruction. It is worthy of remark that, although I have been personally attacked, and although successive attacks have been made by these parties on the School System, no answer has been attempted to the facts and authorities I have adduced in my Reports referred to, showing how fallacious and unfounded are such attacks, and how much easier it is to repeat them *ad nauseam* than to reply to the exposures of them, and the defence which has been made of the justice, the liberality, and the necessity for the existence of the provisions of the School Law.

(2) As to the Christian character of our School System, and its Principles and Regulations in regard to special Religious Instruction, its relations and influence in regard to the morals of youth and juvenile crime, what I have said in my preceding Reports has remained unanswered and need not be again repeated. There are, however, two statements, or charges, made on this subject, which it may be proper for me to notice. The first charge is, that numbers of children in our Cities and Towns do not attend the Schools provided for them. This is no valid objection to the School System,—that numbers of persons will not avail themselves in behalf of their children of its liberal provisions for their instruction. As well might it be objected to, that the climate and soil of our Country are bad, because numbers of persons do not avail themselves of either, but ruin their health by neglect and irregularities and live in poverty by their indolence and vices. As well might it be objected, that the system of Churches and their places of Worship are bad, because there are numbers for whom they are provided who do not avail themselves of them. The neglect of many children in Cities and Towns, and even in Country places, may argue the necessity of some further police, or penal, Regulations, in order to secure their attendance a portion of each year to some School, public, or private, but can be no argument against the School System, or Public School, unless it can be shown, (which is not pretended), that they do not sufficiently provide for the education of all the children of the Municipalities.

(3) Then, as to the statistics of crime and its increase in our Cities and Towns, and the responsibility of our Common Schools for it, it may be sufficient to reply that, no proof has been adduced, or even attempted, to show that, if crime has increased, our Common Schools have been the cause of it. Nay, it has never been shown,—not even in a single instance, so far as I know,—that the youthful Criminals of our Cities and Towns, or of country places, have ever been attendants at our Common Schools. On the contrary, every intelligent man in Town, or Country, throughout Upper Canada, is a witness, that just in proportion as parents are sedulous to send their children to the Schools, and as children are punctual and diligent in attending them, are both those parents and children industrious and exemplary; and just in proportion as children turn their backs upon the School, and especially, if allowed and encouraged to do so by their parents, or others, are they idle, profligate and vicious. There is an increase of Churches, of Church ministrations and catechetical instructions, both Protestant and Roman Catholic, in our Cities and Towns; as well might the alleged increase of juvenile crime be charged upon this increase of church operations, as upon the increase of Public School accommodations and Teachers. Then, if the statistics of juvenile crime and ignorance in proportion to population in the Cities of Upper Canada be compared with those of England, or Italy, where Denominational Schools alone are established, the result would show what abundant reason we have to congratulate ourselves, rather than lament, on account of the existence of a System of Public Schools which reaches out an uplifting hand to the poor, and offers equal privileges and advantages to all classes.

No one can analyze the circumstances and character of those attacks upon our Public Schools and School System, without feeling that they originate in the same source and have a common object—the spirit of sectarian bigotry against Catholic Christianity, the spirit of ecclesiastical despotism against public liberty and general knowledge, the spirit of individual selfishness against public patriotism and national progress.



While the local School Reports show, upon the whole, a gradual extension and advancement of our School System, in all its aspects and ramifications, beyond that of any preceding year, they add to the accumulation of evidence furnished by the facts of the year from almost every Municipality in Upper Canada, of the determination of the landholders to maintain inviolate their individual and municipal rights in behalf of themselves and their children, and to extend and perpetuate that System of National Education which will elevate Upper Canada to its high mission of virtue, intelligence, and greatness, and make its future generations justly proud of their ancestors. By the blessing of God, I doubt not the achievement of this result; and I hope that each Reader of this Report, as well as myself, may contribute to hasten it.

TORONTO, July, 1857.

EGERTON RYERSON.

## PROGRESS OF THE PUBLIC SCHOOL SYSTEM OF UPPER CANADA, 1842 TO 1854.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The System of Public Elementary Education in Upper Canada has now been in operation a sufficient length of time to enable us to determine how far it has accomplished the object of its establishment.

1. The history of popular Education in Upper Canada naturally divides itself into three periods. (1) The first dates from the year 1816, when Legislative provision was first made for the establishment and maintenance of Common Schools.\* (2) The second dates from the Union of the Provinces in 1841, and, (3) the third embraces the years 1850-1855—1850 being the date of the passing of the present Comprehensive School Act.

2. Each of these periods constitute a separate epoch in the history of Common Schools in Upper Canada; and each is marked by some peculiar feature of its own; but united they present conclusive evidence of a silent but gradual progress towards the solution of that long unsettled question,—the entire practicability of a National System of Education, commensurate with the wants of an intelligent and enlightened people, and enlisting the sympathies of all classes of citizens in its support.

3. We are not entirely destitute of statistical information in regard to the character and condition of our Common Schools during the long interval of 35 years—from 1816 to 1841, but it is of a fragmentary character. We can, therefore, only give an exact summary of our progress from the year 1842 to 1854, as follows:—(See Table on pages 220, 221.) This Statistical Table, compiled from the Official Records of the Education Department, exhibits in clear and unmistakable light the satisfactory progress which Upper Canada has made in the great work of Public Instruction and enlightenment.

4. It proves, that, while the School population has increased at the rate of about 10,000 per annum since 1842 (doubling itself in 13 years), the pupils at the Common Schools have increased at the rate of nearly 12,000 per annum (thus trebling the attendance during the same period); that, and, out of a school population of 269,000 in 1853, 195,000 were attending school; and, out of a school population of 278,000 in 1854, 204,000 were attending school during one period of the year, or other; that Free Schools have been multiplied (even before the law to establish them was passed in 1871), that the sums available for the salaries of Teachers, and for the purchase of Maps, Libraries and Apparatus, have been augmented at the rate of Thirty Thousand pounds (£30,000), per annum; that the character and style of the Schoolhouses, and their architecture, are greatly improved from year to year; and that, in all those material elements of educational prosperity, which are the true tests of intellectual progress, Upper Canada

\*See pages 102-104 of the First Volume of the Documentary History.

has not only much cause for congratulation, but that she has the strongest reason for an increased determination to guard sacredly and intact a System of Education capable of conferring so many advantages upon the Country.

5. It may be proper to remark here, that, although the Annual Reports of the Chief Superintendent of Education exhibit a continuous and satisfactory progress of the Common School System, these Reports have also exhibited its lights and shades, its failures and successes; and have pointed out with distinctness and emphasis the sources of weakness, the evils to be guarded against, and the points susceptible of improvement. The Statistical Tables of these Reports have been especially compiled to enable the Legislature and the public to test by the severest scrutiny every alleged success, and to analyze most critically the causes of any apparent failure. They enter minutely into every feature of the School System,—its finances,—the attendance of pupils, —modes of teaching,—branches of Instruction,—Books used,—qualification of Teachers,—condition of School Premises,—official duties of Local Superintendents and School Visitors,—supply of Maps and Apparatus, and of Books for Public School Libraries, as well as all other items of information which are necessary to any satisfactory inquiry into the working of a System of Public Instruction. An annual series of Reports, so constructed, will be invaluable as a guide in future Legislation on this important subject, besides furnishing ample materials to the historian for an accurate survey of our educational state and progress.

6. To render the System of National Education in Upper Canada effective, the following points, among others, were deemed essential:—

(1) That the System itself should be based upon Christian principles.

(2) That it should provide for Municipal control and cooperation; and for local management and oversight.

(3) That it should embrace a gradation of schools—Primary, Intermediate, and Superior,—(or the Grammar Schools).

(4) That Departmental control should be advisory, impartial and uniform; in some respects judicial (in so far as such questions involve the due expenditure of, and the careful accounting for, all such money so expended); that the Department should prescribe the General Regulations, and provide facilities for improving the condition of the Schools, furnishing them with superior Teachers, with Libraries, Maps, Apparatus, and Text-books; and that it should annually collect and embody in a General Report the grand result of the united labours of all persons engaged in this real work, for the information of the public, and the guidance of the Legislature.

7. The expediency of a comprehensive System of National Education, founded upon these principles, controlled by our Legislature and directed by an intelligent and responsible Officer, had long been felt and admitted by every one. And such a System has been established in Canada by the unanimous and deliberate voice of her Legislature and people; and that System has now become one of the great institutions of the Province. It is interwoven into the very network of society. It is, as provided by law, controlled and maintained by every Municipality of the Province. It is essential to our very existence as an intelligent people, and to the existence of our civil and religious rights and privileges. It is, therefore, a subject which cannot with safety be rudely, or capriciously, dealt with. As a National System, its unity and completeness cannot be broken or imperilled, at random. If any departure from the great and settled principles, upon which it is wisely founded, be expedient, that departure can only be justified by the direst necessity, and should not be made in a partizan and denational spirit. To mar its proportions, or to wound and pierce its vitals, is not a proceeding which should excite a feeling of satisfaction or be regarded as a party triumph. The cause is too sacred.

8. To maintain the Public School System of Upper Canada in its integrity, and to render it still more efficient, have ever been prominent objects with the Education Department. Every effort has been made to improve, extend and consolidate that



System; the facilities enjoyed by the Department for acquiring information in regard to the School legislation, and experience and Systems in other Countries, have been unceasingly employed for the improvement of our own; and even now the active labours of the Chief Superintendent, when recently in Europe, were directed not only to the adoption of measures for perfecting the details of our School System, and for providing additional facilities for the purposes of instruction in the Schools, but also to the establishment of an Educational Museum which, as a higher instrument, or means of instruction, will, it is hoped, be unequalled on this Continent.\*

9. On the other hand, the unanimity with which the different Municipalities of Upper Canada continue to sustain the Educational System, is in the highest degree satisfactory and animating. It proves how sure is the hold which that System has acquired upon the feelings and affections of the people. The desire to obtain good

## SUMMARY OF THE PROGRESS OF THE

No.	Subjects Compared.	1842	1843	1844	1845	1846
1	Adult population of Upper Canada.....	486,055	No reports for this year were received in consequence of a change in the School Law.	.....	622,570	.....
2	Population between the ages of five and sixteen years .....	141,143		183,539	202,913	204,580
3	Total Common Schools in operation as reported.....	1,721		2,610	2,736	2,589
4	Free Schools reported in operation.....	No reports		No reports	No reports	No reports
5	Total Pupils attending the Common Schools in Upper Canada .....	65,978		96,756	110,002	101,912
6	Total amount available for the Salaries of Common School Teachers in Upper Canada.....	£41,500		£51,714	£71,514	£67,906
7	Total amount levied or subscribed for the erection or repairs of School Houses, and for Libraries and Apparatus .....	No reports		No reports	No reports	No reports
8	Grand total available for Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus .....	No reports		No reports	No reports	No reports
9	Total Common School Teachers in Upper Canada .....	.....		.....	2,860	2,925
10	Average number of Months each Common School has been kept open by a qualified Teacher .....	.....		7½	8	8½
11	Number of Brick Common School Houses.	No reports		No reports	No reports	No reports
12	Number of Stone Common School Houses.	No reports		No reports	No reports	No reports
13	Number of Frame Common School Houses.	No reports		No reports	No reports	No reports
14	Number of Log Common School Houses...	No reports		No reports	No reports	No reports

\*It would have been "unequalled," as here indicated, had it not have become largely depleted, as described on pages 23 to 28 of the Second Volume of Historical Papers and Documents.

Teachers is evidenced by the unusual number of applications which is constantly being made at the Normal School for trained Teachers. The supply does not equal the demand, although, hitherto, it was considered ample. The voluntary contribution, during 1853-5, of about ten thousand dollars (\$10,000), per annum, for the Public School Libraries, in addition to other ordinary expenditures, was a noble indication of the determination of the people of Upper Canada to avail themselves of the storehouses of knowledge which heretofore have been available only by a privileged few. The extraordinary demand for Maps, Apparatus, and School Requisites, which is continually being made upon the Education Department, prove how sincere are the efforts of the Trustees and Rate-payers to elevate the character of the Schools, and to increase the facilities of instruction to the utmost extent. Add to this the fact, that not less than Five hundred thousand dollars (\$500,000), are also annually contributed from local sources alone for the pay-

## COMMON SCHOOLS FROM 1842 TO 1854.

1847	1848	1849	1850	1851	1852	1853	1854
.....	725,879	.....	803,493	950,551	953,239	.....	.....
230,975	241,102	253,364	259,258	258,607	262,755	268,957	277,912
2,727	2,800	2,871	3,059	3,001	3,010	3,127	3,244
No reports	No reports	No reports	252	855	901	1,052	1,177
124,829	130,739	138,465	151,891	168,159	179,587	194,736	204,168
£77,599	£86,069	£88,478	£88,429	£102,050	£113,991	£130,039	£151,756
No reports	No reports	No reports	£14,189	£19,334	£25,094	£32,018	£43,868
No reports	No reports	No reports	£102,619	£121,384	£139,085	£161,769	£195,624
3,028	3,177	3,209	3,476	3,277	3,388	3,539	3,539
8 $\frac{3}{8}$	9	9 $\frac{1}{2}$	9 $\frac{1}{4}$	9 $\frac{1}{8}$	9 $\frac{1}{8}$	9 $\frac{3}{8}$	9 $\frac{1}{2}$
49	68	80	99	107	127	130	169
84	100	140	137	147	160	169	168
1,028	1,114	1,117	1,191	1,240	1,249	1,253	1,306
1,399	1,513	1,563	1,568	1,476	1,427	1,444	1,496



ment of the salaries of Common School Teachers, and we may well say that, the people of Upper Canada have reason to refer with pride to the exertions of the Municipalities and Trustees to sustain our Public Schools.

With a spirit no less generous and enlightened has the Legislature of Canada seconded the efforts of the people in this great work. Thus far it has not permitted the subject of Education to be mixed up with the exciting political questions of the day. It has been discussed apart; and in the true spirit of Christian patriotism. It has never yet degenerated into the symbol of a partizan warfare. And it is fervently hoped that it never will; that, although now and then peculiarly exciting phases of the question may be under discussion, the great and paramount importance of the subject itself, and its National sacredness, will never be lost sight of,—but that Legislature and people will still vie with each other in their efforts to render our Educational System, in the memorable words of Lord Elgin (in regard to the Library System), still more “the crown and glory of the institutions of the Province.”

## THE CHIEF SUPERINTENDENT'S ANNUAL REPORT FOR 1857.

*To His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, Governor General of Canada.*

MAY IT PLEASE YOUR EXCELLENCY.

I have the honour to present, herewith, my Report of the condition of the Normal, Model, Grammar and Common Schools of Upper Canada, for the year 1857,—a year terminating in unprecedented financial depression and commercial disasters in both Europe and America, yet exhibiting unabated and even unprecedented progress in the educational proceedings of the people of Upper Canada, through their elective and Municipal School Corporations. I will first advert to the Statistical Tables, and then make such observations as the occurrences of the year and circumstances may suggest.

### I. TABLE A.—MONEYS RECEIVED AND EXPENDED FOR THE SUPPORT OF COMMON SCHOOLS.

1. The total receipts of Common School Moneys in 1857 amounted to £323,604 1s. 7d. being an increase of £34,681 19s. on the receipts of the year 1856.

2. The amount of Legislative School Grant apportioned to the Municipalities in aid of the Common Schools in 1857, was £32,951 13s. 4d. The law required an equal sum to be raised by Municipal assessment to entitle the Municipalities to this aid. The sum actually provided by Municipal assessment was £61,954 1s.—£29,002 7s. 8d. more than the law required, and an increase of £7,427 5s. 3d. on the Municipal assessment of the year 1856. The Municipalities, therefore, voluntarily assessed themselves in 1857 nearly twice the amount required by law in order to entitle them to the Legislative Grant.

3. The School Section Free School Rates in 1857 were £146,285 13s. 3d.,—being an increase on those of 1856 of £10,930 19s. 4d.

4. The Rate-Bills on Children attending the Schools in 1857 amounted to £37,624 13s., being an increase on those of 1856 of £2,658 8s. 11d. Even under the disadvantageous circumstances under which Free Schools are established and maintained—namely, by an annual vote at each School Section Meeting—the public opinion of Upper Canada in 1857 in favour of Free, over Rate-bill, Schools was in the proportion of £146,285 13s. 3d., to £37,624 12s. Were this comparatively small sum of £37,624 raised by a rate on property, instead of on Children attending the School, all the Common Schools of Upper Canada would be Free. It is true that less than one-half of the Schools are actually Free; but in a very large proportion of those in which a Rate-bill on Children is imposed it is very small—almost nominal.

5. The amount paid to Teachers in 1857 was £215,057 16s., being an increase of £20,136 19s. 3d. on that of the preceding year.

6. The amount paid for Maps and other School Apparatus in 1857 was £4,349, being an increase over 1856 of £1,909 0s. 2d.

The amount raised and expended for School Sites and in the Building of School Houses in 1857 was £51,972 6s. 5d., being an increase on that expended during the preceding year of £9,164 17s. 4d. No aid is given for these purposes by the Legislature. The whole amount required is raised by the voluntary assessments of Municipalities and School Sections.

8. The amount raised and expended for Rents and Repairs of School Houses in 1857 was £9,401 13s. 4d., being a decrease of £795 3s. 2d. This and the preceding item, taken together, show that fewer School Houses were rented and more were built and thus made rent free in 1857 than in 1856.

9. The amount raised and expended for Text-books and Stationery, (that is, by Trustees), Fuel and other incidental expenses in 1857, was £22,258 9s. 5d., being an increase of £3,096 6s. 6d. For those purposes no aid is granted by the Legislature.

10. The balances of School moneys in hand on the 31st of December, 1857, amounted to £20,564 10s. 9d., being an increase of £1,169 18s. 11d. on those in hand at the end of the preceding year.

11. The total expenditure for Common School purposes during the year 1857 was £303,039 10s. 10d., being an increase of £33,512 0s. 1d. on the total expenditure of the preceding year.

12. As the whole of the £303,039 10s. 10d. expended in 1857 for the support of Common Schools, with the exception of £32,951 13s. 4d.—the amount of the Legislative School Grant—was provided by local voluntary assessment or Rates, it indicates not only the universal powerful working of this branch of the School System, but the progress of the public mind in a primary element of educational advancement, provision for its support. And when the financial condition of the Country is considered during the last half of the year 1857,—the part of the year during which the great part of the School Rates are levied, and nearly all of them collected,—the fact that the Receipts and Expenditures of the year are more than One hundred thousand dollars, (\$100,000), in advance of any one of the preceding prosperous years, presents a remarkable phenomenon in the Educational History of Upper Canada, and an extraordinary contrast to its receipts in every branch of Revenue and Industry.

## II. TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING THE SCHOOLS, IN THE DIFFERENT BRANCHES OF COMMON SCHOOL EDUCATION.

1. There is a discrepancy in the Law in regard to the classes of persons to be returned as "School Population," and, as thus, having a right to attend the Schools,—the former only including persons between five and twenty-one years of age. Formerly, no person over sixteen years of age had a legal right to attend the Schools; but the School Act of 1850 extended the right to attend the Schools to all persons between the ages of five and twenty-one years, but did not change the previous legal provisions as to School Population Returns. By an omission there were no Returns of the School population between the ages of five and sixteen years in 1856; the number of those which were afterwards returned in 1857 was 324,888.

2. The number of Pupils between five and sixteen years of age attending the Schools in 1856 was 227,992; in 1857, 247,434; increase, 19,442. The number of Pupils attending Schools between the ages of sixteen and twenty-one years, in 1856, was 23,153; in 1857, 25,203; increase, 2,050. The total number of Pupils attending the Schools in 1856 was 251,145; in 1857, 272,637; increase, 21,492.

3. The number of Boys attending the Schools in 1857 was 150,029; increase, 12,609. The number of Girls in attendance was 122,608; increase, 8,883. A much larger number



of Girls than Boys attend private Schools, as the School Law makes no provision for the higher class of Girls' Schools.

4. The number returned as indigent Children attending the Schools in 1857 was 4,820; increase, 725. This distinction does not, of course, obtain where the Schools are Free, as all the Children then attend them by right, and none as Paupers.

5. The other Columns in this Table show the length of time Children attend the Schools, and the numbers in the different branches of Common School Education, presenting a gratifying increase in the number of those studying the higher branches. In these returns there is a decrease under two heads, and two only. There is a reported decrease of eight per cent. on percentage of the population that can neither read nor write; and there is a decrease of 13,604 in the number of Children that are reported as attending no School.

### III. TABLE C.—TEACHERS; NUMBER, SEX, DENOMINATION, RANK, SALARIES.

1. The whole number of Teachers employed in the course of the year 1857 was 4,083—(in the various Schools)—increase, 394. The whole number of legally qualified teachers reported was 3,933—increase, 478.

2. Of the Teachers employed, 2,787 were males—increase, 165; 1,296 were females—increase, 229; 742 were members of the Church of England—increase, 58; 438 were Roman Catholics—increase, 24; 1,201 were Presbyterians (including all classes of such)—increase, 296; 1,165 were Methodists (including all classes of such)—increase, 63; 211 were Baptists—decrease, 13; 57 were Congregationalists—decrease, 35; 21 Lutherans—increase, 10; 35 Quakers—increase, 26; 35 reported as Protestants—increase, 39; a few are returned as belonging to minor Denominations.

3. The whole number of Teachers holding Certificates of Qualification was 3,933—increase, 478; 650 held First Class Certificates—increase, 88; 2,064 held Second Class Certificates—increase, 318; 962 held Third Class Certificates—decrease, 53. This is so far encouraging. The number of uncertified Teachers reported was 150—decrease, 84.

4. This Table also exhibits the Salaries paid to Teachers in the several Counties, Cities, Towns and Incorporated Villages. The highest Salary paid in any County was £160; in a City, £350; in a Town, £200; in a Town Municipality, £137; in an Incorporated Village, £200. The lowest Salary in a County was £24; in a City, £48; in a Town, £35; in a Town Municipality, £50; in an Incorporated Village, £75. The average Salaries of Male Teachers in Counties, with Board, were £54—increase, £11 19s.; without Board, £96 12s.; in Cities, £129 17s.; in Town Municipalities, £114; in Incorporated Villages, £116. The average Salaries of Female Teachers in Counties, with Board, were £51 18s.; in Cities, £55 15s.; in Towns, £70 7s.; in Town Municipalities, £61 4s.; in Incorporated Villages, £79 2s. The average Salaries of male Teachers in Counties, Cities, etcetera, were £115 5s.; increase on those of the preceding year, £24 19s. The average Salaries of female Teachers in Counties, Cities, etcetera, were £63 10s.; increase on those of the preceding year, £10 5s.

### IV. TABLE D.—NUMBER OF SCHOOLS, SCHOOL HOUSES, TITLES TO SCHOOL PROPERTY, SCHOOL HOUSES BUILT, SCHOOL VISITS, LECTURES, TIME THE SCHOOLS ARE KEPT OPEN.

1. The number of School Sections in 1857 was 4,017; increase, 383. The number of Schools reported, 3,731; increase, 259. The number of Schools opened and not reported, 3,731; increase, 259. The number of Schools opened and not reported, 286. These, of course, did not share in the School Fund of the year.

2. The number of Free Schools was 1,707; increase, 444—the largest increase in any one of several years. The number of Schools partly free was 1,559; decrease, 8. The number of Schools with one shilling and three pence Rate-bill per month for each Pupil was 444; decrease, 99. From these figures it appears that the highest Rate-bill allowed by law was adopted in less than one-third of the Schools; that 3,266, or about

seven-eighths, of the Schools are partly free; that 1,707 Schools are entirely free, being an unprecedented increase in the year of 444.

3. The returns of School Houses appear very imperfect, 87 not having been reported at all, there having been reported 39 Stone School Houses and 110 Brick School Houses less in 1857 than in 1856. The one or the other of these returns must be incorrect. The aggregate number of Stone School Houses reported was 278; of Brick School Houses, 240; of Frame School Houses, 1,425; of Log School Houses, 1,542.

4. As to the Title of School Premises, the number of Houses held as freehold was 2,738—increase, 301; held by lease, 444—decrease, 25; number rented, 247—decrease, 178; not reported, 243.

5. Of the School Houses built during the year, all were of Brick—increase, 7; 26 were of Stone—increase, 20; 55 Frame—increase, 3; 27 were Log—decrease, 47; not reported, 72; total built during the year, 201—increase, 8.

6. The whole number of School Visits made in 1857 was 49,196—increase, 5,090. The number of School Visits by Local Superintendents (many of whom are Clergymen) was 7,322—decrease, 222; by Clergymen, 4,025—increase, 608; by Municipal Councillors, 1,794—decrease, 44; by Magistrates, 1,634—increase, 138; by Judges and Members of Parliament, 366—increase, 14; by Trustees, 17,730—increase, 1,460; by other persons, 16,325—increase, 3,136.

7. The whole number of educational Lectures delivered in 1857 was 2,540—increase, 117; Lectures by Local Superintendents, 2,245—increase, 250; by others, 295—decrease, 133.

8. The average time during which 3,458 of the Schools were kept open in 1857 has been reported, and is ten months and six days—increase, 4 days; an average of two months longer than the Schools are kept open in either the State of New York or in the State of Massachusetts.

#### V. TABLE E.—PRAYERS; BIBLE AND OTHER BOOKS AND APPARATUS USED IN THE SCHOOLS.

1. The number of Schools reported under the items in this heading, 3,592—increase, 120. The daily exercises of 1,549 Schools were opened and closed with Prayer—increase, 548. The Bible and Testament were read in 2,415 Schools—increase, 561; the largest increase under these two heads during any year since the establishment of the School System, and much more than would have been effected by a compulsory Law. Recommendations and facilities in regard to the exercise of Religious duties and privileges are more in harmony with the genius of our people and of our free Government than assumptions of command and attempts at compulsion.

2. It is gratifying to observe that all Text Books, except the Irish National School Books and the few others sanctioned by the Council of Public Instruction, have almost entirely disappeared from the Schools. The National Readers, for instance, are used in 3,514 Schools,—increase, 460; while the old English Reader is used in only four Schools. No School Book has exerted a wider and more injurious influence in the Schools than Olney's Geography. Although no other than moral means have been employed to eject it from the Schools, it was used in 1857 in only nineteen Schools. The use of other objectionable Books has similarly declined, until, according to Table E, the Schools may be regarded as universally using the uniform series of Text Books sanctioned according to law,—one of the greatest difficulties encountered in the establishment of a System of Public Schools, and one of the greatest achievements which have ever been accomplished by the School System in any of the United States of America.

3. The introduction of Maps and various Apparatus in the Schools has steadily advanced. In 1857 Maps were used in 2,290 Schools,—increase, 366; Blackboards in 2,652 Schools,—increase, 172; full sets of Holbrook's School Apparatus in 872 Schools,—increase, 352; Tablet Lessons in 996 Schools.—increase, 299.



## VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. It will be seen that the establishment of most of these Schools is of recent date,—that is, since the vehement agitation of the question in these later years—the greater part of those established in former years having been discontinued.

2. The number of Roman Catholic Separate Schools in operation in 1857 was 100,—increase, 19.

3. The amount apportioned from the Legislative School Grant to those Schools was £2,128 15s. 10d.,—increase, £730, 2s. 9d.

4. The amount raised by Local Tax on the Supporters of Separate Schools was £2,599, 10s. 7d.,—increase, £862 19s.

5. The amount raised by Rate-bill on the Children attending the Separate Schools was £1,177 14s., increase, £479 14s. 1d.

6. The amount subscribed by the Supporters of Separate School was £2,186 1s. 8d.,—increase, £901 4s. 6d.

7. Total amount received for the support of Separate Schools was £3,092 2s. 8d.,—increase, £2,974 0s. 6d., or nearly one-third. This large increase is highly creditable to the Supporters of the Separate Schools.

8. As to the expenditure of these moneys, the amount paid to Teachers was £4,685 17s. 7d.,—increase, £1,600 14s. 6d. The amount paid for other purposes was £3,406 4s. 8d.,—increase, £1,373 6s. 0d.

9. The whole number of Pupils in the Separate Schools was 9,964,—increase, 2,754, or more than one-third.

10. The whole number of Teachers employed was 112,—increase, 17; of whom 60 were males,—no increase,—and 52 were females,—increase, 17.

11. The average time the Schools are reported to have been kept open was 11 months,—increase, one month.

12. Forty-seven Schools are reported as furnished with Maps,—increase, 3; 27 with various Apparatus,—increase, 15; 39 with Blackboards,—increase, 1.

13. The other Columns of this Table refer to the daily exercises, and to the subjects taught in these Schools.

## VII. GRAMMAR SCHOOLS—THEIR NUMBERS AND CONDITION.

1. Upon the whole the Grammar Schools have greatly improved during the last two or three years,—since the adoption of the present Regulations in regard to them, and the appointment of Inspectors. This improvement in the Grammar Schools was specially observable by the Inspector during the last year,—in their finances, the attendance, and the advancement of the Pupils, and the erection, or completion, of several new and commodious School Houses.

2. Under the Regulations authorized by the present Grammar School Law, an entrance examination is required, and no Pupil is eligible for admission to the Grammar Schools who is not able,—1: To read intelligibly and correctly any passage from any common reading Book. 2: To spell correctly the words of an ordinary sentence. 3: To write a fair hand. 4: To work readily questions in the Simple and Compound Rules of Arithmetic and in Reduction and simple Proportion. 5: Must know the elements of English Grammar and be able to parse any easy sentence in prose; and, 6: Must be acquainted with the Definitions and Outlines of Geography.

3. These Regulations are intended to prevent the Grammar Schools from teaching the same Elementary Subjects, which are taught in Common Schools, and to confine them to the special objects of their establishment,—that is, teaching the higher branches of an English and Commercial Education, and the elements of Classics and Mathematics, necessary for admission into the University. Formerly the Grammar School was considered not merely a Classical School but the more respectable Common School of the place,—injuring the Common Schools, and doing its work, in some cases,

very poorly, and being proportionately inefficient as a Classical and Mathematical School. The effect of the recent Regulations was, first, not only to reduce the attendance of Pupils at the Grammar Schools, but, at the same time, to improve their character and efficiency. Had the Law provided at the same time, as was proposed, and as had been urged from time to time, that the Grammar School Fund should be apportioned upon the same conditions as are the Common School Grant, namely, that each Municipality receiving it should provide an equal sum to the Grant, the resources of the Grammar Schools would have been augmented equally with their efficiency and usefulness.

4. The improved character and efficiency of the Common Schools have also had a depressing influence upon the Grammar Schools, whose best resource is to improve in a corresponding ratio.

5. The former somewhat exclusive character of the Grammar Schools excited to a certain extent a popular prejudice against them, as if they were the Schools of the wealthy and of the few. But this prejudice is fast disappearing. The Grammar Schools are now as much under local management as are the Common Schools, and they should be as liberally supported, as the essential means of providing for those branches of education, without which no County, or Country, can advance, or long retain its rank, in the career of Science, Literature, Intelligence and popular Institutions. It is not the absolute number of persons educated in these branches of learning in a Community that is essential, but it is the relation that such persons have always sustained, and must ever sustain, in the administration of the Laws and Institutions of every Country, and in developing its highest material and general interest. Every County should have its commercial and classical Academy, as should every neighbourhood its Common School; and no support should be wanting to render the former as creditable and advantageous to the Country as should the latter be to the neighbourhood.

6. The first Grammar School established in a County and situated in the County Town is called the Senior County Grammar School, and is entitled by law to £100 per annum from a Parliamentary Grant, irrespective of the apportionment of the Grammar School Fund proper. The other Grammar Schools are called Junior County Grammar Schools, and take their distinctive name from the Town, or Village, within which they are situated. There were 29 Senior and 43 Junior County Grammar Schools in Upper Canada in 1857,—increase, 11.

7. For a practical and comprehensive view of the state and progress of the Grammar Schools, and for several important suggestions in regard to the amendment of the Grammar School Law, I would refer the Reader to the Inspectors' Reports.

#### VIII. TABLE G.—GRAMMAR SCHOOL MONEYS: RECEIPTS AND EXPENDITURES.

1. The amount apportioned from the Grammar School Fund in 1857 was £7,042 5s.,—increase, £381 5s.
2. The amount of Fees from Pupils was £4,879 9s. 2d.
3. The amount of Municipal Grants was £4,207 14s. 2d.,—increase, £760 12s. 7d.
4. The total Receipts for Grammar School purposes in 1857 were £21,562 7s. 9d.,—increase, £2,314 6s.
5. The amount paid in Salaries to Masters was £14,388 0s. 9d.,—increase, £2,473 4s. 7d., (a very small sum for those purposes), increase, £599 3s.
6. The amount expended in the purchase of Maps and various kindred School Apparatus, £538 8s. 8d.,—increase, £337 4s. 9d.
7. The amount expended for Books and other contingencies, £1,573 7s. 5d., increase, £11 7s. 3d.
8. The total amount of Expenditure for Grammar School purposes, £19,176 17s. 4d.,—increase, £3,420 19s. 8d.



## IX. TABLE H.—GRAMMAR SCHOOL PUPILS AND THEIR CLASSIFICATION.

1. The whole number of Pupils in the Grammar Schools in 1857 was 4,073,—increase, 690; an average of 57 Pupils per School.

2. The whole number of Pupils in the several branches of English, 3,671,—increase, 490. The several English branches studied may be seen by reference to the Table.

3. The whole number of Pupils in Latin, was 1,329,—increase, 278, or more than one-sixth. It is a very large and gratifying increase under this head. The number in Latin Grammar, 1,032,—increase, 220. In Latin Prose Composition, 754,—increase, 154. In Latin Verse Composition, 60,—increase, 1. In Cornelius Nepos and Caesar, 393,—increase, 59. In Ovid and Virgil, 284,—increase, 80. In Cicero and Horace, 163,—increase, 74.

4. The whole number of Pupils in Greek, 284,—increase, 27. In Greek Grammar, 258,—increase, 24. In Greek Composition, 136,—increase, 27. In Xenophon and the Iliad, 91,—decrease, 3. In Lucian and the Odyssey, 33,—decrease, 20. In the Greek Testament, 64,—increase, 3.

5. The whole number of Pupils in French was 601,—increase, 139, or nearly one-fifth. In French Grammar, 550,—increase, 122. In French written Composition, 441,—increase, 90. In Oral Exercises, 385,—increase, 106. In the works of Fenelon and Moliere, 93,—increase, 27.

6. The number of the Pupils in each of the five classes may be seen by referring to the Table.

7. The same Table shows also the number of Pupils in Arithmetic, Algebra, Euclid, Geography, History, Physical Science, Writing, Book-keeping, Drawing, Vocal Music, with their rank, or Class.

## X. TABLE I.—TEXT-BOOKS, RELIGIOUS EXERCISES.

1. This Table shows the Text Books used in each of the Grammar Schools in the several Branches taught.

2. Of the 59 Grammar Schools reported, the daily exercises of 45 were opened and closed with Prayer,—increase, 14. In 52 the Holy Scriptures were read, increase, 5.

## XI. TABLE K.—THE PROVINCIAL NORMAL SCHOOL, AND THE MODEL SCHOOLS.

1. This Table shows the number of Students admitted to the Normal School from the beginning, their Religious Persuasion, the amount of aid received by them, the number who had been Teachers before their admission, and the number who had Certificates as Masters, and who were awarded Provincial Certificates.

2. The number of Students admitted to the Normal School during the two Sessions of 1857-8 was, respectively, 167 and 159,—in all 326,—the largest number admitted any one year since the establishment of the School in 1847. The number of Students admitted during the current Session is 181,—considerably more than were ever before admitted in one Session. It should, however, be remarked that more than one-half of the Student-Teachers attend two Sessions.

3. The whole number of Student-Teachers admitted in the ten years during which the School has been in operation, is 2,276,—an average of upwards of 200 per annum—of whom 1,168, or about one-half, had been Teachers before their admission to the Normal School.

4. Of the 167 who were admitted during the first five months' Session of 1857, 86 had previously been Teachers; of 159, who were admitted during the second Session, 84 had previously been Teachers; of the 189 who had attended during the current Session, 93 had been Teachers before their admission to the Institution.

5. The number who were entitled to, and received, Provincial Certificates at the close of the two Sessions of last year, was 184,—an increase of 22 on the number of Certificates granted during the two Sessions of the preceding year.

6. The whole number of Certificates given by the Masters of the Normal School, before provision was made for the granting of Provincial Certificates, was 430. The whole number of Provincial Certificates granted is 771,—401 to male Teachers, and 370 to female Teachers.

7. I have not been able to ascertain the exact number of Teachers now engaged in teaching, who have been trained in the Normal School. No two accounts received agree. But I shall devise means this year to ascertain the fact, as far as possible; and, if found advisable, additional measures will be taken to secure the fulfilment of the honourable pledge given that the parties admitted to the Normal School will devote themselves to teaching. It is, however, to be remarked: 1. That the same engagement is required on this point of Student-Teachers entering our Normal School that has been required and found satisfactory in the neighbouring States, where changes of employment are more frequent than in Canada. 2. That the teaching in the Normal School, and the accompanying exercises of observing and teaching in the Model Schools, are not designed to educate the Students, but simply to practically train them as Teachers. 3. That the majority of those who are admitted to the Normal School have been Teachers,—thus affording the strongest proof possible that their object in coming to the Normal School is to qualify themselves better for their work as Teachers. Had the Normal School done nothing more than train the 1,200 Teachers who had taught School, before attending the Normal School, it would have amply repaid to the Country all that has been expended for its establishment and support. This, however, is but one part of the great work it has accomplished, the importance and value of which are attested by the local reports, by the great demand for Teachers, by the improved discipline and organization now the general rule throughout Upper Canada, and the standard and tone, as well as practical features of which have been largely influenced by the Normal and Model Schools.

## XII. TABLE M.—FREE PUBLIC LIBRARIES.

1. In a Special Report lately laid before the Legislature, I have given an account of the successive steps which have been taken to provide and establish free Public Libraries in Upper Canada, have adduced the example of other educating Countries and States, and by reference and comparisons, have shown the peculiar advantages and economy of the Canadian system. During the last two years, several State Superintendents of Public Instruction and a large number of Educationists from the neighbouring Republic have visited Toronto, making special inquiry into the nature and working of our School System, and have expressed their strong conviction that the system of Public Libraries in Upper Canada was in advance of the School Library System existing in any of the States. It has been my object to adopt and adapt in Upper Canada the excellences, and avoid the defects, of the different Public Library Systems in Europe and America. The great success which has marked this part of our School System, will, I have no doubt, be accelerated by improvements which the working and development of our Municipal Institutions will suggest, while the principles on which the Libraries are established—common to our own and other Countries—will remain unchanged.

2. The number of Libraries established in 1857, was 59; being an increase of ten on the number established in 1856. The number of Volumes furnished by the Department in 1857, was 29,217,—being an increase of 15,517 Volumes on the number sent out during the preceding year.

3. Besides 2,707 Volumes furnished to Mechanics' Institutes and Agricultural Societies, the whole number of Volumes despatched from the Department for Public Free Libraries since 1853, is 160,178, on the following subjects: History, 27,833 Volumes;



Zoology, 11,624; Botany, 2,088; Natural Phenomena, 4,667; Physical Science, 3,646; Geology and Mineralogy, 1,339; Natural Philosophy, 2,462; Chemistry, 1,156; Agricultural Chemistry, 685; Practical Agriculture, 7,204; Manufactures, 7,407; Literature, 15,646; Voyages, 11,635; Biography, 17,662; Tales and Sketches of Practical Life, etcetera, 43,409; Teachers' Library, 1,715.—Total, 160,178.

4. From the extensive Official Catalogue, the selection of Books is made at the discretion of the parties establishing the Libraries; and although the Books selected cannot be expected to be equally appreciated in every Municipality and School Section, the fact of their being applied for indicated a felt want that should be promptly supplied, and the eagerness with which numbers procure and read them in most neighbourhoods where Libraries are established, is attested in the reports of Local Superintendents. Some members of a family may be indifferent both to Education and Books brought within their reach; some of the inhabitants of a neighbourhood may be indifferent to the improvements in Agriculture, Manufactures, and the various Institutions and appliances of social progress and civilization; but that is no reason why Agricultural Associations should not pursue their career of effort and of usefulness;—no reason why the widest advantages of Municipal and Civil Government should not be pursued. So the indifference of some individuals, or some neighbourhoods, to Libraries, as well as to Schools, is no argument against providing them for those who value and use them, much less is it a valid objection to the system of establishing them. The circulation of 160,000 Volumes of useful and entertaining reading,—of Biography, in all of its varieties and ages; of History in all of its branches and periods; of Science and Arts in all of their departments and applications; of Manufactures, in their diversities and pursuits, of Literature, and Travels, in all of their endless charms and adventures, and of Practical Life in all of its interesting conditions and phases, cannot but contribute largely to increase the enjoyment and intelligence of great numbers of people, and to promote the intellectual and material progress of the Country. This great work, however, is only commenced; what has been done in some places may be done in others, and the attainment of our Country's destiny will only be reached when every neighbourhood will have its good School and its appropriate Library, and when every child will be taught in the one, and relish the perusal of Books in the other.

### XIII. TABLE N.—SCHOOL MAPS AND APPARATUS.

1. Table N shows the amount which has been expended in furnishing Schools with Maps, Globes, and a variety of Apparatus, as well as a number of those essential helps, which have been despatched by the Department to various Schools and Municipalities. The value of the Maps, and kindred articles, purchased and supplied to the Schools in 1857, was £4,529 11s. 5d.,—being an increase of £2,199, or about one-half, on the amount of the purchases and supplies of the preceding year. The number of articles sent out was as follows:—Maps of the World, 245,—increase, 109 on the number sent out the preceding year; of Europe, 437,—increase, 171; of Asia, 353,—increase, 152; of Africa, 316,—increase, 131; of America, 376,—increase, 154; of Canada, 421,—increase, 144; of British Isles, 515,—increase, 319; of the Hemispheres, 405,—increase, 138; Classical and Scriptural Maps, 330,—increase, 252; other Maps and Mounted Charts, 886,—increase, 694; Globes, 261,—increase, 158; complete sets of School Apparatus, 38,—increase, 24; Orreries, 20,—increase, 10; Tellurians and Lunarians, 17,—increase, 2; Normal Frames, 95,—increase, 55; Geometrical Forms and Solids, 1,057,—increase, 976; other Apparatus, 328,—increase, 187; Natural History and Phenomena, (Object Lessons), 6,989,—increase, 1,943; Scriptural History, 3,813,—increase, 2,338; other Object Lessons, 2,002,—increase, 1,686; National Tablet Lessons, 7,940,—increase, 3,214; other Tablet Lessons, 1,686,—increase, 745; Prints and General Rules, 3,396,—increase, 2,605; Volumes of Books for Prizes, 2,557.

2. The increase under all of these heads is gratifying and unprecedented. It is also worthy of remark, that the Maps are all mounted, and several of them published

in Toronto; and the Orreries, Tellurians, Geometrical Forms and Solids, some of the Globes, and nearly all of the other articles of School Apparatus are of Canadian Manufacture,—the principle adopted by the Department being to import nothing, which can be produced in the Country, and to procure every needful Model, and hold out every possible inducement for its domestic manufacture.

#### XIV. TABLE O.—SUPERANNUATED TEACHERS.

1. Table O contains a list of all the Superannuated, or Worn-out, Common School Teachers in Upper Canada, who have been placed in receipt of Pensions for long service by the Council of Public Instruction. The number of this deserving class of Persons on the list of Pensioners up to the end of 1857 was 137,—131 males and 6 females,—the average age of whom was 65 years, and the average length of service as Common School Teachers in Upper Canada, (independent of service in other Countries), was 22 years.

#### XV. TABLES P, Q, R, S AND T.

1. Tables P, Q, R, and S, contain various important Summaries of preceding Tables. Taken together, they present a bird's eye view of the operations of the School System during 1857. They are as follows:—

2. Table P shows how far each County, City, Town, and Village in Upper Canada has participated in the Legislative Grant for the following purposes, videlicet: (1) Common Schools. (2) Grammar Schools. (3) Public Libraries. (4) Poor Schools. (5) Normal School. (6) Superannuated Teachers. For these various purposes, including £2,264 for, (7) Maps and Apparatus, as per Table N, (not included in Table P), the proportion of the Legislative Grant distributed to the various Municipalities in 1857 amounted to £49,925. As an equivalent there was raised, from local sources, for the various objects named above, including Maps and Apparatus, £66,891.

3. Table O shows the total sum raised and expended in Upper Canada for the purpose of education during 1857, videlicet:—(1) for Common Schools, £303,040; (2) for Grammar Schools, £19,176; (3) other Institutions, (including Colleges, etcetera), £41,907; Superannuated Teachers, Libraries, Poor Schools, etcetera, £9,692; grand total, £373,816, or an increase in the general Expenditure over that of 1856, of £37,624.

4. Table R is a General Statistical Abstract, exhibiting the comparative state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Private Grammar, Common, Normal, and Model Schools, during the years 1843 to 1857, inclusive. This Table has been compiled from Returns in the Education Department.

5. Table S is a Statement in detail of the Legislative Apportionments and payments: (1) to Common; (2) to Separate; (3) to Grammar, and (4) to Poor Schools.

Table T contains, in a series of Statements, the several accounts of the Receipts and Expenditures of the Education Department for 1857, as required by law,—details of which were sent in Quarterly to the Auditor of Public Accounts.

#### XVI. EDUCATIONAL MUSEUM AND THE SCHOOL OF ART AND DESIGN.

1. In my last Annual Report, I stated what were the provisions of the School Law relative to the Educational Museum, and the steps which have been taken to give it effect. I also gave a list of the Objects of Art and other articles which had been collected, and an account of the Government Educational Museum and School of Art and Science at South Kensington, near London, and its branches in the chief Provincial Towns throughout the United Kingdom,—instructions in Art and Drawing, now forming a branch of the Government System of Popular Instruction in the Mother Country. It was intended to incorporate the same object with our Public School System, when



the Legislature in 1849 appropriated Five hundred pounds, (£500), per annum for the establishment and support of a School of Art and Design in connection with the Provincial Normal School, and when, on the erection of the present Normal School Buildings in 1851, two Rooms were provided and destined for the School of Art and Design. But nothing further has as yet been done to give practical effect to that object, beyond the collection of Casts, Paintings, Drawings, and Models which have been made, and which constitute a considerable part of the Educational Museum. Upper Canada ought to have at least one Art School, and in no other way could such a School be established at so little expense and to so great an advantage as in part of the Normal School Building, and in connection with the other Provincial Schools. Such a School cannot be established and sustained by any private party; nor is it likely that more than one such School will be required in the Country for some time to come. But such a School, in which the services of the Drawing Master in the Normal and Model Schools can be made use of, and in which all who wish to study Art can have instructions and examples in Drawing, Modelling, and Painting, is an object of no small public importance as well as National pride.

2. In addition to the Map and Libraries Depositories, the Educational Museum consists, in brief, of the following Objects and Articles:

3. (1) A large collection of School Furniture and Apparatus, both imported and of domestic manufacture,—including School Furniture, Globes, Orreries, Tellurians, Geometrical Forms and Solids, Mechanical Powers, Chemical and Philosophical Apparatus, etcetera. Municipal and School Authorities can procure any of the articles in this Collection at the prices marked, and will be allowed one hundred per cent. on their remittance to aid in the purchase of them for Public Schools. Private individuals can procure such of them from the Manufacturers of such things as are manufactured in Canada. In this way they are accessible to private families, as well as to the Public Schools.

4. (2) Casts of Antique Statues, and Busts of the most illustrious Greeks and Romans; Casts of some of the works of the most celebrated modern Sculptors, and of the Busts and Statuettes of many Men and Women distinguished in English and in European History; Knights in Armour; Architectural Casts and Engravings, illustrating the decorative styles and ornaments characteristic of Greek, Roman, and Gothic Architecture; also a variety of other Models for drawing and modelling.

5. (3) Copies of paintings by the Great Masters of the Italian, Flemish, Dutch, German and French Schools.

6. Thus the Educational Museum, in which upwards of 2,000 objects are collected, contains specimens of the latest improvements, which the experience of both Europe and America has suggested, in the fittings of School-houses, in the teaching of Arithmetic, Geography, Astronomy, Natural History, Chemistry, Physics, Mechanics, Drawing, etcetera, and Casts, or copies, of which have been considered most attractive and instructive in European Museums of Sculpture and Paintings. The space for the Paintings of the Old Masters of the Art being limited to two Rooms, and these having only side lights, they are necessarily crowded, and some of them have the disadvantage of not being placed in a good light, but this is trifling in comparison to the convenient arrangement and value of the whole typical Collection.

Of late years an additional Story has been added to the Building and provision has been made in it to provide better lighting from above. What is said in the Official Report of the Government Educational Museum in London, is true of ours:—"The Offices of the Department and the Training Schools are under the same roof as the Museum, which, while it will be a source of rational recreation to the general Public, will, also, it is hoped, be an important agent of instruction to the Students."

7. It has been justly observed, by a Writer on this subject, that "It is desirable to preserve original and precious works of Art in a great central Museum in the Metropolis; yet Provincial Museums should be furnished with casts of the Sculpture,

and copies of the Pictures, Electrotypes of the Bronzes, and such transcripts, or imitations, of other Works of Art as could most readily be made by a staff of Artists employed in the Museum for that purpose." By means of Casts, all the beauty of form of the original is rendered with such perfect fidelity, that they may be termed in every respect, except material, duplicates of the original works. This system has been acted upon at Berlin, so as to form the most perfect collection of Casts in the World, illustrating the whole history of Art during a period of three thousand years. "Casts can be had of the Busts of great Men of nearly every age, at a cost which renders it easy to form such a Collection, and the youth pursuing their studies might contemplate, from time to time, the images of the great, the learned, and the benefactors of mankind. Students occupied with the study of History, might see each page illustrated by the ancients themselves,—Grecian History by Greeks, Roman History by Romans. The Arms, Dresses, Instruments, Utensils, in fine, nearly everything which it is thought so important to read about in our Seminaries of Learning, might be rendered as familiar to the eyes of the Students as the description of them is to their thoughts, and this without difficulty, and at a cost which is absolutely trifling, when the benefits to be conferred are estimated.\* While truer ideas on all these subjects would thus be formed, taste, and that appreciation of the Arts, which ought to be an accompaniment of our civilization, would take the place of the absence of both, which we are painfully called upon to acknowledge."

8. The Educational Museum is open to the Public without charge. Large numbers of Travellers from England and the United States have visited the Museum, and expressed very great satisfaction at the Collection of School Apparatus and Objects of Art, as have many persons from various parts of Canada. I may here repeat, what I have heretofore stated, that a Collection of such Objects has double the value in Canada that it possesses in any City, or Town, in Europe, in nearly every Country of which Treasures of Art abound in the Royal and Ducal Palaces, National Museums, and private Mansions, all of which are opened to the Public with great liberality, and even there, where the facilities of travelling are so great, the Public Museums are so numerous, and the different Countries so near to each other, yet many Travellers, not content with having seen and contemplated the original Objects of Art themselves, purchase copies of the most famous Paintings and Casts, or Sculptured, or Bronze, copies of the most celebrated Groups, Statués, Busts, etcetera, for the gratification of their own tastes and the ornamental furnishings of their Mansions. But in Canada, where there are no such Art-treasures, where we are so remote from them, where there is no private wealth available to procure them to any extent, and comparatively so few can visit them in Europe, a Collection, (however limited), of copies of those Paintings and Statuary which are most attractive and instructive in European Museums, and with which the trained Teachers of our Public Schools may become familiar, and which are accessible to the Public from all parts of the Country, cannot fail to be the means of social improvement, as well as of enjoyment, to great numbers throughout Upper Canada.

## XVII. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS.

1. In the Extracts from the Reports of Local Superintendents of Schools, (which will be found in this report),† is presented what is unfavourable, as well as what is favourable, in the state, progress, and working of the School System in the Townships, Cities, Towns, and Villages in Upper Canada. If, in one Municipality, or School Division, proper School accommodations and appliances are provided, a good Teacher is,

\*This is equally true as applied to the case of Historical and other Pictures in a School Room, as the Editor of these Historical Papers has suggested in an Address on "School Room Decoration."

†These extracts are too voluminous to be reproduced in this Volume. They can be seen in the Appendix to the Journal of the House of Assembly for 1858.



or Teachers are, employed, a Library is established and read, the attendance at School, or Schools, is large, and everything indicates mental activity and progress, and if, in another Municipality, or School Division, the reverse of all this is stated, every candid and intelligent Reader will know whether such difference is attributed to the Law, or to the People themselves in different Municipalities.

2. These Extracts from local School Reports are a portraiture of the doings of the People to educate their Children, and contribute to establish and illustrate the following facts:—

(1) That the School Law is based upon the principle that it is right and duty, as well as the office of the People to educate themselves; that the Education Department, with all it provides, is only a help to local effort; that the inhabitants of each Municipality and School Division are invested with power to educate their Children in their own way, and are worthy of praise, or blame; are benefactors, or enemies, of their Country and posterity, as they rightly exercise, or neglect to employ, the powers which the School Law places in their hands.

(2) That the Religious rights of each Pupil and its Parents, or Guardians, are inviolably protected; that, during the last, any more than during previous years, no instances of proselytism, or of attempt at proselytism, has occurred, while it appertains to the elected School Authorities in each School Division to have such Religious Exercises in their School, or Schools, as they desire. (For Official Regulations on this subject, see page 250 of the Eleventh Volume of this Documentary History.)

(3) That, in those instances, in which the School, or Schools, are reported to be in an unsatisfactory state, the painful fact is in no case ascribed to the defective provisions of the Law, except in the reiterated desire expressed for its amendment, and for the establishment of Free Schools, apart from any local vote of the Rate-payers.

(4) That, notwithstanding the indifference in some neighbourhoods and Municipalities, and the unfavourable circumstances of the inhabitants in any new Townships, and the difficulties incident to the administration of a Law, not by learned Judges, but by upwards of ten thousand plain Trustees and other Municipal and School Officers, the progress of the School System, as a whole, is greater than that of any other Country, and greater in 1857 than during any preceding year.

#### XVIII. RELIGIOUS INSTRUCTION IN THE PUBLIC SCHOOLS.

1. Man has a higher destiny than that of States; for they are born, and live, and die upon the Earth,—Man survives the Earth, and is created for higher employments and higher distinctions and happiness than the Earth affords. It is not State Legislation that makes known to Man his high destiny, nor State Law that qualifies him for it. It is Religious truth that reveals to him his immortal nature, and provides the proper food for its nourishment and perfection. Religious Instruction is, therefore, an essential part of the education of every human being. The absence of Religious Instruction in youth is the precursor of the absence of Religion in manhood. It is, therefore, alike the Divine Command and the instinctive dictate of enlightened piety, “to bring up Children in the nurture and admonition of the Lord.”

2. There is then no difference of opinion; there is no question, as to the necessity and importance of Religious Instruction for the youth of the Country. But the question is, to whom is the Divine Command to provide for it given,—to the Parent, or to the State? It is clearly the duty of the State to provide for the security of life and property, and, therefore, to punish all crime that endangers the one, or the other. It is clearly within the province of the State to provide for its own safety, and to do much for the well-being of Man in his temporal and social relations; and, as education is essential to the security of Government, the supremacy of Public Law, and the enjoyment of Public Liberty, as well as to the individual interests of the members of

the Community, it becomes the duty of the State, or of the People in their civil capacity, to provide for it. This the State can do; this is within its legitimate province; this is the common interest of all as men.

3. But, as there is a destiny, so there is a mission higher than that of States. The State is not the individual Parent of the Child, nor is the State the Christian Church; nor was it intended to supersede either the Parent, or the Church. The functions of the Parents and of the Church are prior to, and above, those of the State. It is not to the State that the Divine Command was given, to "preach the Gospel to every creature," and "bring up Children in the nurture and admonition of the Lord." Although Religion is essential to the welfare of the State, and even to the existence of civil government and civil liberty, the State is not the Divinely appointed Religious Instructor of the People. Nor can the State perform that work without determining the kind of Religious Instruction to be given, and appointing the Religious Instructor. This may be done where the State is the Church and the Church is the State, as in the Roman States of Italy and of Turkey; but it is at the expense of all civil and religious liberty on the part of the People. It may also be done where but one form of Religion is established and supported by the State, and where the Clergy are Officers of the State; but in such circumstances there is no provision for Dissentients, educationally or religiously, except at the expense of their Religious rights and convictions. In none of these cases is there any instance in which civil or Religious freedom has been enjoyed, or the People of a Country educated; on the contrary, in every instance the mass of the People have grown up in ignorance, and, in most instances, a government of absolute and oppressive despotism has prevailed.

4. There remain three other alternatives. The *First* is to do as has been done in some of the Neighbouring United States, to ignore Religion altogether in a system of Public Instruction, an example that I should lament to see followed, or even to think of as necessary, in Upper Canada. The *Second* is, to commit the Public Schools to the care of the Religious Denominations, as has been attempted in England, where £600,000 Sterling is granted by Parliament for Elementary Education, and where there are only some 700,000 Children in the Schools, out of upwards of 4,000,000 Children of school age. The *Third* alternative is for the State to provide for the education of the youth of all Religious Persuasions in secular subjects, and at the same time to provide facilities by which such Religious Instruction may be given to the Children of each Religious Persuasion as desired, and as provided for by their respective Parents and Pastors. This is the System of Schools which was proposed and established for Ireland in 1831. This is the System of Schools which has been established in Upper Canada, and which now prevails, with the single exception of the 104 Separate Schools. In this System of Schools, (as was the case in Ireland in regard to all the National Schools), the Commandments are taught, the Daily Exercises of the School are allowed and recommended, to open and close with the recognition of Almighty God, in such form of Thanksgiving and Prayer as the Authorities of each School prefer, but no Pupil is compelled to join in them contrary to the wish of his Parents or Guardians; the rights of conscience, in regard to each Child, are equally protected; each Parent's authority and wishes are supreme on the subject, and provision is made by which each Child may receive Religious Instruction according to the wishes of his Parents or Guardians, and from his own Pastor, or his Authorized Representative. The Authorities of each School decide what Version of the Scriptures shall be read at the opening and close of the Daily Exercises of the School, or whether any Version shall be used. The Form of Prayers prepared for the convenience of Local School Authorities who wish to use them consists of Collects and Petitions, which are used alike in both Roman Catholic and Protestant Churches; but it is at the discretion of the Authorities of each School to use that or any other form of Prayer they think best. There is no compulsion in the matter; nor has the State any right to compel in matters of Religion. The State aids Parents in the teaching of their Children the secular subjects of a necessary education during six or seven hours each week-day, but the Religious part of the education of Children, as well as their food and



clothing, and their education during more than two-thirds of each week-day and the whole of Sunday, must rest exclusively with Parents and their Clergy, who, both by the injunctions of Scripture and their respective Books of Faith and Discipline, are required to teach their Children their Catechism, and "bring them up in the nurture and admonition of the Lord."

5. The best legal provision has been made to procure good moral character, as well as competent literary qualifications, in Teachers of the Public Schools; and, if anything more can be done in respect to the Religious Instruction of the Pupils, without infringing upon the rights and duties of Parents, it should be done. The Council of Public Instruction has adopted the avowed principles of the Irish National System as the basis of its action in this important matter, and has proceeded with the utmost caution, according to the feelings and wants of the Country. The first step was taken in October, 1850, after the passing of the general School Act of that year. The second step was taken in February, 1855, after my consultation with enlightened friends of Education of all parties in all Counties of Upper Canada. The third step was taken in April, 1857, and on application of a Roman Catholic clergyman, who afterwards expressed his satisfaction with the Minute adopted, as have all the Protestant Clergymen with whom I have conversed on the subject.

6. The Official Regulations in regard to Religious Instruction in the Public Schools were adopted by the Council of Public Instruction on the 5th day of August, 1850.\*

#### XIX. PROVISIONS OF THE LAW IN REGARD TO SEPARATE SCHOOLS.

1. A short time since I prepared, for the information of Members of the Legislature and of the Public at large, a "Special Report on the Separate School Provisions of the School Law of Upper Canada," in which I gave an account of the origin and nature of these provisions in both Upper and Lower Canada since 1841,—compared them as existing in both sections of United Canada,—and showed their operations.

2. Shortly after the preparation of that Report the question was discussed at length in the Legislative Assembly, on a proposition to repeal the Separate School provisions of the Law for Upper Canada. Three things are remarkable in that procedure: (1) The largeness of the majority by which it was resolved to retain the existing provisions of the Law in regard to Separate Schools, including, with one or two exceptions, the whole of the Members of the Legislature from Lower Canada of all parties. (2) The absence of any complaint, or even assertion, on the part of any Member of the Legislative Assembly that the Separate School provisions of the Upper Canada School Law were not as liberal as those of the School Law of Lower Canada. (3) The absence of any demand from any party or Member for further concessions or provisions in support of Separate Schools. In another Debate, which took place early in the Session, it was also admitted and avowed by the leading Members of the Legislative Assembly from Lower Canada, that the people of Upper Canada were the rightful and proper judges of their own System of Public Instruction, as are the people of Lower Canada of their Educational System.

3. It is needless for me again to discuss the subject at length in this Report. The facts and reasonings of my Special Report never have been answered or called in question. I will only say a few words here to prevent misconception, and offer two or three remarks for the consideration of all parties.

4. I think it was a grave mistake, though dictated by the best motives, to introduce the principle of Separate Schools at all into the School Law for Upper Canada and Lower Canada in 1841.† The equal protection of all parties and classes in the Public Schools

\*These Regulations will be found on pages 197, 198 of the Ninth Volume of the Documentary History.

†In the History and Legislation of Separate Schools in Upper Canada, the Editor of these Historical Papers and Documents has given, chiefly in the words of Sir Francis Hincks, (in a Letter to him,) the reason which led to the adoption of the principle of Separate Schools in the School Legislation of 1841. See pages 16-18 of that Publication.

was provided for, and no party had any right to claim more. Had the principle of combined education been then laid down and maintained as an essential element in the System of Public Education in all the Public Day Schools of United Canada, much painful discussion would have been prevented, even if the operations of the School System would not have advanced more rapidly. Combined Education was an essential principle of the Irish National School System, when established in 1831, but it was, from time to time, relaxed, and formally given up in 1840, since which time the Mixed Schools, vested in the National Board of Commissioners, have perhaps rather diminished than multiplied, and the non-vested or Denominational Schools have been almost exclusively established. It was in the year after the giving up of the principle of combined education in Ireland, as a concession to the Presbyterian Synod of Ulster, that the principle of Separate Schools was introduced into the School Law of United Canada. From 1841 to 1851 it was little more than a dead letter so far as it related to Upper Canada; but, almost simultaneously with the commencement of an agitation in Upper Canada to abolish the Separate School provisions of the law, was the condemnation of Mixed Schools, and the avowal of Separate Schools, as a Dogma by the Authorities of the Roman Catholic Church. With such rigour has this Dogma been maintained and applied in Upper Canada that Episcopal authority has declared that "Catholic Electors in this Country who do not use their electoral power in behalf of Separate Schools are guilty of mortal sin; likewise Parents, who do not make the sacrifices necessary to secure such Schools, or who send their Children to Mixed Schools."

5. The question now is, shall the Separate School provisions of the Law be repealed, and the Separate Schools abolished, or shall the Law and School System remain inviolate in this respect? I think it is only under one, at least, of three conditions that the abolition of these provisions of the Law could be justified. The *First* is, the abuse, or perversion, of them by the parties for whom they have been established. These parties have made no efforts during the year to destroy the Public School System of this Province, but have applied themselves to the support of Separate Schools with more success than have the Supporters of Dissident Schools in Lower Canada, although the Protestants in Lower Canada are more numerous and wealthy than are the Roman Catholics of Upper Canada. The *Second* condition which would justify the abolition of the Separate School provisions of the Law would be their injury to the general interests of the Public Schools, and to the progress of the education of youth. The General School System has advanced more rapidly in Upper Canada than in any other Country, and more rapidly, since 1850, than ever before. In some portions of the rural districts the establishment of a Separate School may enfeeble or injure the Public School, as all the Pupils and resources of the School Section are only sufficient to provide for one efficient School. Both such cases are of rare occurrence. The Separate Schools are chiefly established in the Cities and Towns, in none of which have I learned that education has been impeded, or the Public Schools injured, by the establishment of Separate Schools; nor has a Resolution or Memorial been adopted by the Municipal Council or inhabitants of any one of the Cities or Towns where Separate Schools are chiefly established, complaining of their operations, and praying for the abolition of the provisions of the Law permitting their establishment. Toronto, Kingston, Hamilton, London, Ottawa, Perth, Brockville, Belleville and other Towns are directly interested, and most competent to judge on this subject; yet not one of them has requested the abolition of the Separate School provisions of the Law, or complained that the progress of education has been impeded in their Municipality by the existence of Separate Schools. The *Third* condition, justifying the abolition of the Separate School provisions of the Law, is the request, or consent, of the parties for whom the Law has been enacted. Should the Roman Catholics, through any of their recognized organs of communication, request or intimate a consent for the abolition of the Separate School provision of the Law, I should rejoice at it; but I do not think that justice or precedent would authorize, without their consent, the abolition of Corporate rights and powers, which they have enjoyed for nearly twenty years, and in the exercise of which they have erected and acquired



a large number of School Houses, and established upwards of 100 Schools. I think the faith of Parliament should be maintained with those parties who have been incorporated and enabled to establish Denominational Schools, as well as with those who have been incorporated and enabled to establish and maintain Denominational Colleges.

6. However, then, it may be regretted that the principle of Separate School Education was admitted into Common School Law, I see no justifiable ground for depriving the Roman Catholics of the legal rights and powers which have been granted them, and which they are unwilling to relinquish, though they are the chief, if not the only, parties that suffer various disadvantages from placing their Children in inferior Schools, and isolating them from the rest of the youth of their own age, with whom they have afterwards to act in the social, civil, political, economical, commercial and other business affairs of life. Isolated from the rest of the Community during the whole period of their education, they enter into the connections and competitions of business, and compete for elective and other public distinctions almost as strangers and aliens and foreigners, in the very place of their birth. In isolating their Children from intellectual competitions and friendships with the other Children of the land during their School-boy days, Roman Catholic Parents place their Children at the greatest disadvantage in commencing the race, and pursuing the prizes, of life. It is on this account, and almost on this account alone, that the existence of Separate Schools is to be regretted. But if the parties to whom the power of establishing Separate Schools has been given will not relinquish it, I do not think that coercion is advisable, or that it can be employed without aggravating what it is desired to remedy.

7. I know not that more could have been done than was done in successive Acts to prevent the necessity, or even desire, for Separate Schools. The rights of conscience of all parties were equally and effectually protected by law; a Roman Catholic Prelate was a Member, and elected Chairman, of the Provincial Board of Education; he was an assenting party to the General Regulations for managing the Schools. No instance of proselytism occurred in the Schools, or, to my knowledge, has occurred in them to this day; in not one of the Cities or Towns of Upper Canada were there Religious Exercises, or the reading of the Scriptures, or any other than the National School Books in the Schools; and, as I have shown in former Reports, a fair proportion of Roman Catholic Teachers were employed in the Public Schools. Yet, under these circumstances, have Separate Schools been established in all of the Cities and Towns, and the Roman Catholic youth have been isolated from their fellow-youth of other classes of the Community, and the Roman Catholic electors have lost the right of franchise, (but which they can reclaim at any time), in the election of Trustees for Public Schools. The result has been, in regard to the Public Schools, the introduction of the Bible, and Prayers in most of them, and a great improvement in their character, efficiency and School-house accommodation. If any disadvantage had arisen to the Public Schools from the establishment of Separate Schools in any of these Municipalities. I daresay complaints would have been made by some of them in some form to that effect. The disadvantage, in both an intellectual and pecuniary, as well as in a social and civil, point of view appears to me to be altogether on the side of those who voluntarily isolate themselves from the rest of their fellow-Citizens. But I think that experience and persuasion, and not coercion, are the best arguments, under the circumstances, to remedy the evil self-inflicted by Roman Catholic Parents upon themselves, and upon so many of their Children. It appeared in evidence before the Select Committee of the House of Lords, on the System of National Education in Ireland, that there was no difficulty whatever in educating Protestants and Roman Catholic Children together, where Parents and Children were left to themselves; and I believe that most Roman Catholic Parents in Upper Canada desire to have their Children educated in connection with those with whom they will be connected, and have to do, in after life, and the comparatively few who have been induced to do otherwise will probably see their mistake ere long, and do what is best for their own interests, as well as for the interests of their Children.

## XX. GENERAL REMARKS.—OBJECTIONS ANSWERED.

1. The Law which requires the Chief Superintendent "to make annually to the Governor a Report of the actual state of the Normal, Model and Common Schools throughout Upper Canada, showing the amount of moneys expended in connection with each, and from what sources derived," requires him also to make "such statements and suggestions for improving the Schools and the School Laws, and for promoting education generally, as he shall deem useful and expedient."

2. In the previous pages of this Report, I have incidentally offered several suggestions for the amendment of the Grammar School Law, and the promotion of education generally. In some of the details of the Common School Law I think the language could be rendered more clear and explicit, and, in two, or three, instances, the provisions could be made more simple; but, taken as a whole, every year's experience affords fresh proof of the simplicity, the economy, the acceptableness, the efficiency and success of the Public School System. (On this point we have the united testimony of various Local Superintendents.) If the Public School System, (I speak here of the Law), were as perfect as the Bible itself, there would not be wanting opponents to it; there would still be those who would wish its overthrow, or who would think that they could greatly improve it.

3. I am very far from supposing that the provisions of our School Law are perfect. On the contrary, I think that, as society advances, and as the School System becomes more and more developed, material improvements can be made in it to meet the new wants of the progressive civilization of the Country, and to blend with our Municipal Institutions, which are being modified, and which have recently been very greatly improved. This has been the course hitherto pursued in the preparation and passing of short Bills from time to time, containing such additional, and modified, provisions as the progress of the School System and the new wants and Institutions of the Country seemed to demand. I have endeavoured to acquaint, and keep myself acquainted, with the character, modifications and actual working of the systems of Public Instruction in other States and Countries, and to borrow and adapt whatever appeared suitable and advantageous to Upper Canada. I have watched the progress of our own Institutions, and have sought to penetrate and analyze the elements of Canadian society, to provide, as far as possible, a supply for its varying and felt intellectual wants, and to suggest, when required, such improvements, as the state of society and the circumstances and Institutions of the Country would permit.

4. For these purposes, I have made it a practice once in five years to visit other Countries, both in Europe and America, so that, by inquiring into their educational Institutions, progress, and condition, I might ascertain and adopt every useful improvement which they had made, and guard against attempting any experiments which they had tried and found to be unsuitable. In addition to my daily Correspondence, and frequent personal intercourse with Persons from various parts of the Province, I have from time to time made a Tour of the Country, in order to learn the experience and views and wishes of the practical and intelligent inhabitants as to the working and defects of the School System, and as to amendments and improvements to be made in the existing School Law and Regulations. The additional provisions, in the Supplementary School Act of 1853, and the modifications of the Separate School provisions of the Law contained in the Fourth Section of that Act, were not recommended by me to the Government, until after a free and unreserved consultation on the subject at a Public Convention held in each County of Upper Canada.

5. Each successive year's observation and experience have strengthened my conviction, that great good would result from the appointment of one, or more, General Inspectors of Schools, to hold Teacher's Institutes in the several Counties, and confer with the Local Superintendents of Schools, as to improved and uniform modes of inspecting the Schools, furnishing, organizing, and conducting them, etcetera;—a mode



of proceeding which I believe would be much more beneficial than depriving the Municipal Councils of the power of appointing the Local Superintendents and transferring it to a Central Authority; but I think that taking away from the Municipalities any of the powers which they possess in school matters, or any attempts to coerce the Municipalities, by either restrictions, or requirements, would not only be an infringement of rights as sacred to each Municipality as the rights of self-government are to the Country at large, but would be a blow at the educational and social progress of the Country. The power of local and combined efforts among the people for local objects and improvements is the essence of our Municipal System, and is one of the most powerful levers for the Country's material advancement that have ever been created. This same power, voluntary and unrestricted, is the main-spring of our School System, and that which peculiarly distinguishes it from European and American Systems of Public Instruction, and accounts largely for its greater simplicity, economy and success.

6. The rational objection is not that the people are municipally invested with too large powers for the education of the rising generation, but that those powers are still too limited to enable them to accomplish the great object desired,—the education of all the youth in each Municipality. If ignorance is an evil to society, voluntary ignorance is a crime against society. And if society is invested with power to relieve all from the evil of ignorance by providing for the education of all, the safety and interests of society, no less than the mission of its existence, require that it should be able to suppress and prevent the crime of voluntary ignorance by punishing its Authors. If idle mendicancy is a crime in a Man of thirty years of age, why is not idle vagrancy a crime in a Boy of ten years of age? The latter is the Parent of the former. Why is not crime prevented by being punished and suppressed in its commencement, rather than be allowed to advance to the completion of manhood—ignorance, mendicancy and even theft, before being punished?

7. In most European Cities, except those of the Roman and Neapolitan States, Street mendicancy, and especially idle mendicancy, whether in young, or old, is a crime punishable by law; and, in many Cities of Europe, and in several States of Germany, and Cantons of Switzerland, as also in some of the Cities and Towns of the neighbouring United States, voluntary ignorance and idle vagrancy in youth is not less a crime, as it is a still greater evil to society. Why should it not be held as a crime, as well as an evil, in the Cities and Towns, and Incorporated Villages of Upper Canada? If society voluntarily and patriotically taxes itself to provide a Free School for all the youth who will voluntarily enter it, why should it be prevented from sending to a School of Reform, labour and instruction, those who will enter no School, Public, or Private, who pursue no labour, but who are habitually committing the crime of idle ignorance and vagrancy, if not practising all kinds of vice? If Parents cannot, or will not, prevent such crime in their own Children, ought not society to do so? Ought it not to do so, and be empowered to do so, upon the double ground of self-protection and common humanity?

8. Some have objected to our School System as a failure, because in Cities and Towns where the Citizens have employed their discretionary power to establish Free Schools, there are yet numbers of vagrant youth who enter no School.\* Others have even charged the Public School as a source of crime, because in the very Cities, (especially in the City of Toronto), where the doors of noble School Houses are freely open to all, juvenile vagrancy and crime exist. Such objections can only proceed from very superficial observation, or from very narrow partizanship. With just as much reason might Christianity be objected to as a failure, because so many accept not the blessings it freely offers them, and enter not into the Churches which it freely opens to them. And are the Churches chargeable with being the sources of crime, because it exists among both young and old, within the sound of their Bells, and even within

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\*This is the objection urged against the Free Schools of the City of Toronto, by Mr. George A. Barber, its Local Superintendent.

sight of their portals? If the Church-goers were the vicious characters, and the non-Church-goers the virtuous, then indeed Churches might be charged with being hot-beds of crime, and Church attendance a School of vice. But every one knows the very reverse to be the case. So, if the youth who attend the Schools constituted the juvenile vagrants and thieves in our Cities and Towns, and those youth who never enter the Schools constituted the virtuous youth of such Municipalities, then would there be some semblance of truth in the charge, that our Schools are nurseries of vice, and attendance at them is a danger to faith and morals. But it is perfectly notorious that the juvenile criminals of our Cities and Towns are those who are strangers to the Schools, while there is not, as far as I have learned, an example of a youth who is, or ever has been, for any considerable time, a regular Pupil at a Public School having been judicially convicted, or arraigned, for crime. It is from the non-attendants at School among the youth, as it is from the non-Church-goers among the grown-up population, that, as a rule, our Prisons and Jails are filled, and our criminal statistics are supplied.

9. Another illustration of the injustice and absurdity of such imputations upon our School System and Schools is furnished by the facts, that, in Toronto, (which has been selected as the strongest proof of the failure and vicious character of our Public Schools), there are Denominational Schools, and from the most reliable information, I believe, that five-sixths, if not nine-tenths, of the juvenile vagrants and criminals of the City appertain to these sections of the population, by whom, and for whose youth the Denominational Schools have been provided.

10. Then, as to the proportion of youth in our Cities and Towns that are under school instruction, it might be shown to be larger even in the City of Toronto itself, than in any City, or Town, in Europe, where Denominational Schools alone are established, or aided by the State. But this will be shown presently as to the whole Country, by a comparison of statistics. Let any one, who was acquainted with the former wretched state and character of the Common Schools in our Cities and Towns, visit them now, and compare the school accommodation, the character and qualifications of the Teachers, and the methods of teaching and discipline, with what formerly existed, and he cannot fail to be struck with the vast change for the better, which has been effected in the course of a few years.

11. If the Clergymen, (who are by law *ex-officio* Visitors of the Schools), of each Religious Persuasion, in each City and Town, were to make it their duty, (assisted, perhaps by a Committee), to visit each of the poor and negligent Members of their respective sections of the Community, and use their influence with such Persons, on behalf of sending their children to some School, what additional and important progress would be made in the Education of the mass of our City and Town population. This is not the work of the Schoolmaster, or of the School; it is the work of the Clergy and Parents, and other Members of each Religious community, to gather to the Schools from the highways and hedges, the prodigal children, of their prodigal brethren. How much more worthy is such a work for a Clergyman, or a Merchant, a Magistrate, or a Judge, than inditing charges against the Public Schools for not doing what belongs to others to do. The Clergy, and Legislators, and Judges, and Magistrates, and Merchants, and Tradesmen, have much to do in their individual capacity, as well as the School and the Schoolmaster, in educating all,—even the poorest Members of the community. The Cities and Towns, through their elected Board of School Trustees, have made immense progress in a short time; the Teachers and Schools are nobly fulfilling their functions; it remains for others, instead of contenting themselves with the easy task of fruitless regret and criticism, to join with the friends of humanity of all Religious Persuasions, to bring every neglected and vagrant Child to a School of some kind. To educate the youth of all classes requires the individual,—as well as official, co-operation of all classes.

12. To the most selfish objection, that the rich are taxed for the support of Schools, from which they receive no direct benefit, it may be replied, that the whole Country



has been indirectly taxed for hundreds of thousands of pounds which have been expended in providing University Education for a few hundreds, and in providing Grammar School Education for a few thousands, of, (as a general rule), the more wealthy classes of society. Is it any more than reasonable and just then, that these favoured classes should contribute to the elementary education of the poor children of their less favoured fellow-citizens? Besides, the education of all the youth of a Country, is a national object; a national, as well as an individual, interest; a national duty; and to every national object and interest each citizen should contribute according to the property which he possesses, and which is protected for him in the Country. Every man should bear the burden of every State interest, "according to that which he hath, and not according to that which he hath not."

13. It has also been objected that the System of Public Schools interferes with parental rights. Nothing can be more unfounded and absurd than this objection. The very object of the Public School System is to enable Parents "to educate their children in their own way," to aid them to do more for their children than they could otherwise personally do,—recognizing everywhere, and at all times, the sacredness and supremacy of parental authority, and even aiding the objects of its discretionary exercise in respect to the Religious Instruction of children, while it provides for their secular instruction. The provisions of the School Law and Official Regulations, in regard to Religious Instruction and Religious Exercises in the Schools, show with what care the rights of conscience and of parental authority are protected and secured in our School System, while the reading of the Scriptures in some Version, and Prayers in some form, are recommended at the opening and close of the Daily Exercises of each School; and the Clergy, or their Assistants, of each Denomination have the right to give, once a week, in such School, special Religious Instruction to the Pupils of their own Persuasion. I will hereafter show how much the Canadian School System is in advance of the Irish National System in this respect; but, in the meantime, I may remark, so completely is parental authority recognized in our School System, that no Municipality is required to establish, or continue, any Public School System at all, unless it desires to do so; and the same remark applies to each school division and to the Religious Exercises in it. In no Country, where Schools are aided by the State, (not even in the neighbouring United States), is there so formal and full a recognition of the exercise of parental authority and of local discretionary power as in the School System of Upper Canada. It is a System worked out in each Municipality and School division by the people themselves, in their own way, and at their own discretion; and, if they find in any Municipality that their mode of supporting or managing their Schools has not been as successful as they think practicable, they can adopt any other methods, or measures, as they think proper for the improvement of their Schools. If the Schools be defective, or inefficient, in any Municipality, the cause, or causes, must arise from the state of society, or from local mismanagement, or defects in the Municipal Law, in regard to youthful vagrancy and idleness, and cannot be attributed to the School Law. But the character and success of a Public School System must be judged of, not by one City, Town, or School division, but by what has been done, and is doing, throughout the Country at large, and by the general sentiments, and feelings, and voluntary action of the people in respect to it.

14. The elected Representatives of Municipalities and school divisions, and their constituents, are the best judges of a School System, with which they have had, and have chiefly, to do, and in which they are chiefly interested; and not one of the municipalities in all of Upper Canada has desired a change in the School System after so long and thorough a trial; nay, if they support it with an unanimity unequalled in any other Country, and, if its success is equally remarkable, surely no external influence should be suffered to subvert it, no theoretical hand should be put forth to weaken its foundations, or arrest its progress. Of the System of Public Instruction in Lower Canada, the people and Legislators of that section of the Province have always been admitted

to be the best judges; nor have they been interfered with, and attempted to be coerced by the people of Upper Canada, or their Representatives. Neither should the people, or Representatives, of Lower Canada interfere with the School System of Upper Canada, of which the people and Representatives of Upper Canada are the rightful and most competent judges.

15. One of the most powerful causes of the success of our System of Public Instruction arises from the fact that it has never been identified with, or made the tool of, party; that it has grown up under the auspices of successive Administrations and of Men of all parties; that it has been based upon the sentiments, and incorporated with the Municipal Institutions of, the people of Upper Canada.

#### XXI. RESULTS OF THE ENGLISH AND CANADIAN SCHOOL SYSTEMS COMPARED.

1. As some persons have advocated for Upper Canada the method adopted for the promotion of elementary education in England, I have thought it advisable to make a few remarks on the nature and results of the English System, that the public may be able to judge how far its introduction would promote the educational interests of Upper Canada.

2. Lord Brougham, the late Sir Robert Peel, Sir James Graham, Lord John Russell, and other British Statesmen, have severally attempted to establish a System of National Education in England, but have been defeated by the opposition Members of the Established Church and Dissenters,—the former claiming peculiar privileges and powers, and the latter opposing any School System that would give the Established Church an advantage over any other Religious Persuasion, and both parties insisting upon the recognition of the Schools which had been established under their respective auspices by legacies, or by voluntary contributions. A considerable party of Dissenters have maintained that the State had no more right to support education than Religion, and that the one, as well as the other, should be left to voluntary effort. Against this varied and combined opposition, the establishment of a National School System of Education was impossible. As the only substitute for such a System, to which the authorities of the Established Church and of the Wesleyans, and some other Dissenters, would assent, was the System of granting aid to the different Religious Persuasions, who would accept it for the establishment and support of Elementary Schools. In addition to these Grants, the Government have established a Central School of Art and Design, with branch Schools in the principal Cities and Towns throughout the United Kingdom.

3. The Regulations for distributing the Parliamentary Grants, and managing the whole School System, are made by a Committee of the Privy Council on Education; but the details are administered by a Secretary, with Assistants. At the present time a Minister of the Crown, (Vice-President of the Privy Council,) is responsible for this Department of Public Affairs. The staff of Officers in the Education Department consists of a Secretary, with two Assistant Secretaries, and forty-seven Clerks. The expense of it is £16,731 Sterling per annum, or \$83,600,—nearly half the amount of the whole Legislative Grant to Elementary Education in Upper Canada. There are also fifty-four Government Inspectors, whose salaries, etcetera, amount to £34,443 Sterling, or \$172,215 per annum. The expense of the Education Office and Inspection of Elementary Schools alone in Great Britain exceeds by more than \$60,000 the whole Parliamentary Grant in aid of Elementary Schools in Upper Canada, including the expense of the Education Office.

4. The Parliamentary Grant expended on Elementary Education in England and Scotland, in 1857, was £559,974 Sterling, of which the Schools connected with the Church of England received £357,597; those of the British and Foreign School Society (composed mostly of Dissenters,) £540,021; Wesleyan Schools, £32,000; Roman Catholic Schools, £25,894; Schools of the Parochial Union, £5,224; the Schools in Scotland, connected with the different Religious Persuasions, £70,114. The Parliamentary Grant of the current year for Great Britain alone, (not including Ireland,) is £663,000 Sterling.



5. The number of Schools liable to inspection in 1857 was 7,899; the number of Schools inspected was 5,398; not twice as many as there were in Upper Canada,—we having 3,731 Schools reported. The largest number of children reported as present at the Schools was 700,872,—the number reported on the rolls of the Common Schools in Upper Canada was 272,637,—more than one-third the number in Great Britain, the population of which is twenty times greater than that of Upper Canada. The number of children attending Schools of all kinds, both public and private, in Great Britain, is 1,750,000, out of a school population of 4,500,000 between the ages of eight and fifteen years. The number of Children reported as attending Schools of all kinds in Upper Canada is 283,000, out of a school population of 324,000 between the ages of five and sixteen years. In Upper Canada the number of Children attending School is doubtless larger than the population between the ages of eight and fifteen years,—the reported school age in Great Britain. Thus, more than four-fifths of the Children in Upper Canada between five and sixteen years of age are attending the Schools aided by Parliament, while less than one-ninth of the Children in Great Britain, between the ages of eight and fifteen years are attending the Schools aided by Parliament. The Parliamentary Grant in Great Britain in aid of Elementary Schools is upwards of £500,000 Sterling; that of Upper Canada, for the same purposes, was less than £40,000 currency in 1857.

6. It is needless to pursue the subject further. The facts of the foregoing paragraphs evince the rashness and extravagance of the assertions and proposals of some assailants of our Canadian School System, and show whether we have not more reason than ever to congratulate ourselves on its great results from the small means granted by Parliament for its support. But, that the public may have further testimony and be more fully informed on this subject, I have inserted in Appendix E. an abridgment of the Debate which took place in the House of Commons the 16th day of last February, on the Parliamentary Denominational School Grant System in Great Britain.\* The System there has been much longer in operation than ours, and has done much good; but it has not kept pace with even the increase of population; and, if we had in the newest parts of Upper Canada such an intellectual wilderness and desolation as Lord John Russell describes as existing in some parts of so old a Country as England herself, we might indeed lament and demand searching inquiries with the most anxious solicitude.

7. There is, however, one feature of the English System which I have thought very admirable, and which I have incorporated with that of Upper Canada,—namely, that of supplying the Schools with Maps, Apparatus and Libraries.†

## XXII. THE SYSTEMS OF NATIONAL EDUCATION IN IRELAND AND IN UPPER CANADA COMPARED.

NOTE.—The immediate occasion of Doctor Ryerson taking up this subject in his Report of 1857 was that the Brown-Dorion Government of the day proposed to modify the School System of Upper Canada by the introduction into it of some features of the Irish National System of Schools. In a "Prefatory Address" by Doctor Ryerson "to the People of Upper Canada," inserted in a Pamphlet containing his Letters "in reply to Attacks of the Honourable George Brown," he says, speaking of the proposed change, "The system in Ireland was to be the standard to which ours was to be conformed. Having myself visited Ireland in the Autumn of 1857, inquired into the changes which had taken place in its character and operations, and procured official Documents illustrative of those changes, I felt it my

\*I have not reproduced this Appendix but it can be seen in the Appendix to the Journals of the House of Assembly for 1858.

†The terms upon which the Schools are supplied with Maps Books and Apparatus is a grant of one hundred per cent. on any remittance sent by Municipalities or Schools, to the Education Department, at Toronto, for Library Books, Maps or Apparatus.

duty to lay the information thus acquired before the public, especially in my Annual Report of 1857, that the Municipal and other Local School authorities, as well as Members of the Legislature, could examine and judge for themselves. I simply embodied the facts in my Report, with a comparison of the Irish and Canadian systems."

1. Nothing is more just, or desirable, than that the System of Public Instruction in Upper Canada should be subjected to the severest scrutiny, and to the most rigid comparison with the Systems of Public Instruction in other Countries,—that its defects may be discovered and removed, and its provisions perfected as far as possible. As some, who have strongly advocated a System of Public Instruction in Upper Canada—have suggested that the introduction of some parts, or the whole, of the Irish National System would greatly improve our own, and as this subject is likely to engage the serious attention of the Public and of the Legislature, I have considered it my duty to lay before the Electors, Municipal Councils, and Legislators of Upper Canada the information necessary to enable them to form a correct judgment on a matter of such vital importance. I have, therefore, appended to this Report a full account of the System of National Education in Ireland, the subjects of which are as follows:\*

*First*,—The Letter of Lord Stanley in 1831, establishing and expounding the principles of the System of National Education in Ireland, and other Documents relating thereto. These papers embody the only original School Law of the System.

*Second*—The Rules and Regulations of the Commissioners of National Education in Ireland, which, after having been modified, from time to time, were finally ratified in their present form in 1854. These Rules and Regulations, while they state the object and fundamental principles of the System to be the same as it was in 1831, show how far its character and principles have been changed in their practical application from the principles and instructions laid down in Lord Stanley's Letter of that date.

*Third*.—Extracts from the Evidence given before a Select Committee of the House of Lords in 1854, illustrative of the changes, difficulties and working of the System of National Education in Ireland. The Witnesses from whose evidence extracts are given are both Protestant and Roman Catholic, Officers and Supporters of the System, except three Clergymen of the Established Church, from whose evidence extracts are given to shew the nature and operations of the Church Education Society in Ireland. The chief Witness, (Mr. Cross), who has given the greater part of the information furnished, is the Senior Secretary of the Irish National Board. This evidence shows:—

(1) How far the principles and conditions laid down in Lord Stanley's Letter, establishing the System in 1831, have been carried into effect, or have been modified, or have become a dead letter.

(2) The opposition of the Clergy and Members of the Established Church to the System of National Education, and the number of Church of England Schools.

(3) The opposition of the Presbyterians from 1831 to 1840, and the terms of their assenting to the present System of National Education.

(4) The opposition and demands of the Roman Catholic Clergy.

(5) The Convent and Monastic Schools aided by the National Board.

(6) How far the System of United Education, or Mixed Schools, in Ireland has succeeded, or failed.

(7) The attempts to prepare and introduce general Religious Books, as a part of instruction in Mixed Schools; disputes among the Members of the Board; withdrawal of Archbishop Whately, Baron Green, and Chief Justice Blackburne.

\*I have not inserted this Appendix, as the information which it contains can be seen in the Appendix of the Journals of the House of Assembly for 1858.



*Fourth*,—Finally, I have inserted from the *London Times* a report of the Debate which took place in the House of Commons, on the 9th of July, on the proposal of the Grant of £330,000 Sterling for Elementary Education in Ireland, the current year. This Debate shows the present position of the System of National Education, the light in which it is viewed by the greater part of the Clergy and Members of the Church of England, on one side, and, on the other, by the section of the Roman Catholics which in Upper Canada has opposed our System of Public Instruction. . . .

XXIII. THE IRISH NATIONAL SYSTEM INVESTIGATED; THREE FEATURES OF IT ADOPTED AND INTRODUCED INTO THE SCHOOL SYSTEM OF UPPER CANADA.

2. Having thus, from Official and authentic sources, furnished the Canadian public with full information as to the nature and working of the System of National Education in Ireland, it remains for me to compare the Irish and Canadian Systems, and to show what parts of the Irish System have been adopted in Upper Canada,—wherein they still differ, and the comparative economy and success of each System.

3. The National System of Education has proved an immense blessing to Ireland, and is, probably, the only System which could have been successfully introduced among all classes of the poor of that Country. It was conceived and carried into operation in the largest spirit of equity, charity, and patriotism. In my own tour of enquiry, in 1844-45, into Systems of Education in Europe, preparatory to the establishment of a National School System in Upper Canada, I investigated the System of National Education in Ireland, visited its principal Schools, conferred with the Officers and Members of the National Board in Dublin, both Protestant and Roman Catholic, and subsequently recommended, and succeeded in introducing, three features of the Irish National System into Upper Canada.\* In 1851, I again conferred at large with the Senior Secretary of the Irish National Board, on the working of the System and the various oppositions to it; in 1856, I repeated the investigations of 1851 in Dublin, but found to my regret that oppositions to the System had caused changes which appeared to me to be for the worse, and that it seemed to be less healthy and vigorous than in 1845, at which time little inroad had been made upon the original principles of the System.

4. The three features of the Irish National System which have been adopted in Upper Canada, are as follows:

*First:* The series of School Text Books and Maps, which were prepared by experienced Teachers, and received the unanimous approval of both Protestant and Roman Catholic Members of the National Board, and to which no exception has ever been taken by any Representative, or Writer, of either party to this day. The only two Books of the series which have been the subjects of disputes in Ireland are not used in the Public Schools of Upper Canada.

*Second:* The System of a Normal and Model Schools, in the management and exercises of both of which I think we have made important improvements.

*Third:* The principle and method of protecting parental authority and the rights of conscience, in regard to Religious Books; providing, at the same time, for Religious Exercises at the daily opening and closing of the Schools, according to the discretion of the local Authorities, and for the weekly Religious Instruction of Pupils at the School, as authorized and provided by their Parents, and Pastors. By comparing the provisions of our School Law and our simple and plain Regulations on this subject, with the elaborate Regulations and not very clear explanations of the Irish National Board, it will be seen, that we have extracted the essence of the Government Regulations in Ireland, and those which have proved practicable and acceptable to all parties there, without the minute variations and exceptions which have been the occasion of so many disputes and separations in the National Schools in Ireland.

\*During this Visit of Doctor Ryerson to the Irish National Schools I accompanied him, and also in his personal call upon Archbishop Whately. J. G. H.

5. I have thus adopted, from the Irish National System, what appeared to me to be its excellences, while I adopted from the English System its method of supplying Schools with Maps and Apparatus,—a method which has also recently been introduced into Ireland.

#### XXIV. DIFFERENCES BETWEEN THE IRISH AND CANADIAN SYSTEMS OF NATIONAL EDUCATION.

1. The points of difference between the Systems of National Education in Ireland and in Upper Canada, are still numerous and important. I will state a few of them:

(1) In Ireland, the system is a two-fold absolutism; in Upper Canada it is constitutional and popular. In Ireland, the Board of Commissioners of National Education is an absolute power under the Government; it alone enacts the Laws of the School System, determines what Schools shall be aided, how much shall be paid to every individual School, or Teacher, whether a Teacher shall be employed, or paid, or not; appoints every School Officer, etcetera. In Upper Canada, the same Act of the Legislature which creates the Council of Public Instruction and Office of Chief Superintendent, (instead of a Resident Commissioner,) and defines their powers and duties, creates the extensive and independent powers of Municipalities and School Sections,—powers which are unknown in the Irish National System, but which involve the liberties, the nationality, the strength, the very life of our Canadian School System. In Ireland, instead of our Municipal Councils and School Trustees, there are local Patrons, who constitute the second absolutism of the Irish National System, as the Patron of each School is not elected by any constituency, but is the individual applicant to the Central Board for money to establish, or support, a School, and who has the exclusive control over it, in regard to fees of pupils, the appointment of Master, (under the veto of the Central Board), and his absolute dismissal, the Religious Exercises of the School, etcetera. The only voice that any others than the Patron of the School have, in regard to its management, or character, is to send their children there upon the terms prescribed for them. The School is called a "National School," and the National Board at Dublin requires this designation to be affixed over the door of the School House; it is also supported, (or chiefly so), out of a National Fund, administered by the National Board, and is accessible to all children whose Parents choose to send them, upon the terms prescribed; but there is no nationality in the local relations and control of the School. It is controlled by a non-elected, independent Patron; while the Canadian School is controlled by Trustees elected by that portion of the Nation owning property in the School Municipality. Every Freeholder and Householder in Upper Canada has a property and control in regard to our national School Houses and Schools; in Ireland the Board of Commissioners of National Education and the individual Patrons alone possess and control the National Schools. Whether the adoption of this feature of the Irish School System would be an improvement on our own, may be safely left to the decision of every friend of civil and religious liberty and national education in Upper Canada.

(2) A second point of difference between the Irish and Canadian Systems of National Education, is their respective tendency and power to develop local exertion and intelligence, as well as to elevate the character and liberties of the people. The theory of the Canadian School System is, that people most value and best understand and employ what they do and provide themselves; that, as one great object of educating children is to enable them to provide for themselves, so it is one great object of our School System, (besides educating children), to train the people to rely upon themselves in educating their children and in managing their local affairs. Therefore, our School System is one of co-operation between the Government and the people in each Municipality. The Act of Parliament defines the objects to be accomplished, the parties to act, the assistance to be given; the Council of Public Instruction prepares rules and Regulations to carry into effect the provisions of the School Law and for establishing the Training Schools for Teachers; and the Chief Superintendent sees that the conditions of the Law are fulfilled, and gives information and assistance requisite for fulfilling



them, and for improving the Schools. He also oversees the operations of the Training Schools; but nothing can be done in any Municipality without the co-operation of the people in their collective, or national, capacity, and in accordance with their wishes,—their School affairs being under their own management. Thus our School System, as also the Municipal system, is a training school of local self-government to the Freeholders and Householders in each Municipality, while it is the potent instrument of educating their children. The Parliamentary School Grant in Upper Canada is so expended as to be an incentive to local effort, and forms but a small part of the amount provided and expended for school purposes. The apportionment to a Municipality for the salaries of Teachers is paid on the condition, that, at least, an equal sum shall be provided by such Municipality, for the same purpose; and the whole Fund, thus provided, is distributed to the various Schools according to the average attendance of pupils at them, and the time they are kept open by legally certified Teachers. The same principle applies in the expenditure of Grants for the purchase of School Maps, Apparatus, Libraries and Prizes. The result of this system of assisting and encouraging local effort is, that, while the whole amount of the Legislative Grant paid to the Municipalities for all Common School Purposes was not quite £40,000, the amount actually expended in the Municipalities for those purposes was £303,039 10s. 10d.—upwards of £270,000 being provided by the people themselves in the Municipalities. But what are the tendency and results of the System of National Education in Ireland? There, the only local party acting is the Patron, or Patrons, of the School, and he, or they, in most cases, are the Clergy; the people having nothing to do with it; and practically know nothing about it. The object of the Patron is to get as much money as he can from the Parliamentary Grant, (which is mostly paid by England), while he pays as little as he can himself. The National Board grants aid to erect School Houses, (which is not done in Upper Canada), as well as to pay Teachers, purchase Maps, etcetera, and states in its Regulations that this aid is granted upon the condition that so much (as stated), shall be provided by the Patron, or Patrons, of the School. But, by the evidence given before the Select Committee of the House of Lords, that condition is almost universally evaded, and the Regulation is little more than a dead letter. The aid for the erection of School Houses is only given to erect Houses which shall be vested in the Commissioners for what are called “vested Schools,” and which are only 1,600 in number. This class of School Houses the National Board agrees to keep in repair, and to pay one-half of the cost of their erection. This class of Schools is mostly established by Landlords, both Protestant and Roman Catholic, who thereby avoid any expense for keeping the School Houses in repair, and pay little towards their erection, as the method very frequently, if not generally, practised, (as appears from the Evidence given before the Select Committee of the House of Lords), has been, for the Patron to send up to the National Board in Dublin an Estimate of the expense of erecting the proposed School House, and a statement of the amount subscribed for that purpose; then, on getting the approval of the Board, and the promised Grant, the Landlord proceeds to erect an apology for a School House for less than half the amount of the estimated expense! The same course has been largely pursued in sending to the National Board Estimates of the expense of the repairs of these “vested” School Houses,—so called. To arrest this notorious practice of imposition and fraud, the National Board has appointed an Architect, with Assistants, to examine Estimates, School Houses erected, or repaired, etcetera. But it is perfectly clear that the tendency of such a system is to extinguish all feeling of self-reliance, and all local exertion, if nothing worse, instead of developing local effort, and a spirit of self-reliance and manly character, as is done by our Canadian System. This is still more apparent in the providing and paying the Salaries of School Teachers. In Upper Canada, the Legislative Grant apportionment in the last year for the payment of Teachers’ Salaries was £32,951 13s. 4d.; the amount of Salaries paid to Teachers was £215,057 16s. 0d. The amount provided by local effort for this and other expenses being £182,106 2s. 8d. The Annual Reports of the National Board contain no account of

what is raised by local effort in Ireland; but, from the Evidence given before the Select Committee of the House of Lords, it appears that in 2,841 National Schools in Ireland, the fees of the Pupils in 1851 amounted to less than £5 each; and for the support of 3,526 National Schools nothing whatever was raised by local subscription, as the original Regulations of the National Board, requiring local effort to be employed for the support of the Schools, had become a dead letter. In these thousands of cases, (and we know not how many more), the Teacher of the Irish National School exists, or vegetates, upon the sum allowed by the National Board, which to a First Class Teacher is £46 per annum; to a Second Class Teacher, £26, and to a Third Class Teacher, £17. What would be the character and condition of the Teachers and Schools in Upper Canada, if nothing were done for their support beyond dividing among them the Parliamentary Grant, and what feelings of self-reliance, or independence, or active intelligence, would long exist among the people under such a system?

3. What I have stated as to the Patrons, or Managers, of the National Schools, requires further development in order to present another important point of difference between the Irish and Canadian Systems of National Schools. By the regulations of the National Board, each National School in Ireland is managed by a "Patron," or "Local Manager,"—that if the School is vested in Trustees, they nominate the "Local Manager"—but that, if the School is vested in the Commissioners, the name of the Patron, or Patrons, is inserted in the Lease,—and the "Commissioners recognize as the local Patron the Person who applies, in the first instance, to place the School in connection with the Board, unless it is otherwise specified in the application." This is the form of local trusteeship and control of National Schools in Ireland. In Upper Canada a very different proceeding is adopted from that of an individual applying to a Central Board, or Council, in order to establish a National School, and to control it after it is established. With us a School Section in a Municipality must be formed by a Municipal Council, elected by the people themselves; then the Freeholders and Householders of the School Municipality thus formed meet and elect three of themselves as Trustees, who are subject to periodical election, and who are legally accountable to their constituents pecuniarily, and otherwise, for the faithful discharge of their duties. In the local management of the National Schools in Ireland, the people are entirely ignored, and the Laity, both Protestant and Roman Catholic, to a great extent, for it will be seen by the Evidence given before the Select Committee of the House of Lords, that of the Church of England Schools in connection with the National Board, Clergymen are Patrons of 154, and Laymen of 452 Schools; of Presbyterian Schools, Clergymen are Patrons of 494, and Laymen of 193; of Roman Catholic Schools, connected with the Board, Priests are the Patrons of 2,800, and Laymen of only 277. In Upper Canada there is no such thing as an individual Patron, lay or ecclesiastical, with absolute power over Schools chiefly supported by a Parliamentary Grant. Even our Separate Schools are under the control, not of an irresponsible Patron, but of the laity, as they are for the laity,—the Trustees being elected by the Freeholders and Householders of the Persuasion of the Separate Schools. In our Separate, as well as in Public, Schools, therefore, the lay and elective principle is predominant,—which is one serious ground of clerical opposition to them. In the management, as well as in the objects of the Public, and even of the Separate, Schools in Upper Canada, the people are everything; but in the management of the National Schools in Ireland, the people are nothing. In Upper Canada every Freeholder and Householder of the land feels that he has a property of control, as well as of interest, in the National Schools; in Ireland, the Ecclesiastical, or Lay Patron, is the sole director, if not proprietor, of the School. The Canadian System involves the noblest attributes of individual and public liberty; the Irish system is one of central and local individual despotism.

4. A fourth point of difference between the Systems of National Schools in Ireland and in Upper Canada, is the greater fairness and equality of the protection and provision in regard to the Religious rights and Religious Instruction of children in the



Canadian Schools. In Ireland in the 1,660 "vested" Schools, while the Patron determines the kind of Religious Exercises, with which the School shall daily open and close, or whether there shall be any Religious Exercises, he is required to admit, at a certain hour of the day in each week, the Clergyman, or his Representative, of each of the Religious Persuasions of the pupils, to give them Religious Instruction. But, as it is at one and the same hour, that the Clergy of every Religious Persuasion are to be admitted to the School, (as provided in the Regulations), and, as the School Houses, (except for the 28 Government Model Schools), are in many cases Buildings with a single Room, it is out of the question for Clergymen, or their Representatives of different Religious Persuasions, to give instruction to the children of their respective Churches at one and the same time in that Room. Thus this provision, though theoretically just and liberal, is practically inoperative, (as may be seen by the Evidence before the Lords' Committee), except in the larger Schools of the National Board. And, in regard to the non-vested Schools, (which are, in all respects, upon the same footing as the "vested" Schools, except in the receiving of Grants to build and repair the School Houses) the Patron not only determines what Religious Exercises shall be observed in the School, but what Religious Instruction shall be given, at any, and at what hours, and who shall give it, but does not permit any other Religious Instruction, or Religious Instructor, in the School than that of which he approves; so that the pupils of a different Religious Persuasion from that of the Patron have no other protection than the right of absenting themselves from any Religious Exercises, or Religious Instruction, in the School, to which their parents object, and to go elsewhere for Religious Instruction. This is the case in regard to nearly three-fourths of the so-called National Schools in Ireland. But, in Upper Canada, while the elected Authorities of each School determine whether its daily duties shall commence and close with any Religious Exercises, and what those Exercises shall be, and while the child of any Religious Persuasion is equally protected from being compelled to attend to any Religious Exercises, or Religious Instruction, to which his Parent, or Guardian, objects, the pupils of each Religious Persuasion have the right to be instructed during one hour in the week by the Clergyman, or his Representative of their own Church, and that not all at one hour, but each at the same hour on a different day of the week, so that there will be but one Religious Instructor occupying the Room at the same time, and at an hour which will not interfere with the ordinary exercises of the School, but convenient for a Clergyman, or his Representative, to attend. Whether children are dependent upon this method and hour for receiving special Religious Instruction, or whether it is, or will be, used by Clergymen of different Religious Persuasions for the purpose of specially instructing the school children of their respective Churches, all will admit the equal fairness and practical character of the provision, which applies equally to the whole of our 3,731 Common Schools in Upper Canada, except the 100 Roman Catholic Separate Schools.

5. Another most important difference between the Irish and Canadian School Systems, is the predominance in Ireland of the Denominational, over the non-denominational, Schools, while, in Upper Canada, all of our 3,731 Schools are non-denominational, except the 100 named. . . . But, beside these Denominational Schools, (though required to be called "National"), it will be seen, Grants are made by the National Board to upwards of one hundred Convents, and Monastic, Schools. To introduce then the Irish National System into Upper Canada, with a view of abolishing Separate School education, would be like introducing the Government of Russia, or Austria, into Canada to establish liberty.

6. There is also a great difference in the comparative economy and success of the Irish and Canadian Systems of National Education. The expense of the Education Office in Dublin, (including Inspectors)—is £15,636 Sterling; the expense of the Education Office in Toronto is £3,513 currency, not including Inspectors. The Parliamentary Grant for all Common School purposes in Ireland is £330,000 Sterling, more than eight

times the amount of that for Upper Canada. The National System of Education in Ireland has been in operation (since 1831), or twice as long as that of Upper Canada; yet the number of National Schools in Ireland is but 5,245, while in Upper Canada there are 3,731 National Schools, and the number of Pupils in Upper Canada are 272,000, while those in Ireland are 620,000. Thus, with one-eighth of the Parliamentary aid given to the National School System in Ireland, and one-sixth of the population, nearly half as many pupils are taught, more than one-half as many Schools are established, not to say anything of the character of the Canadian School-Houses as compared with those in Ireland. In Upper Canada, more than four-fifths of the School population are already in the National Schools; in Ireland, not one-third of the school population is yet in the National Schools.

7. There is also a great difference in the comparative opposition which is made to the Irish and Canadian Systems of National Education. In Upper Canada not a single Religious Persuasion but has expressed its tacit, or avowed, approval of our School System, except a portion of the Clergy, and a few of the Laity of the Church of England,\* and the Clergy and some of the Laity of the Church of Rome. That there are also individuals here and there, up and down the Province, opposed to it, from personal and other considerations, is perfectly natural; but there has not been a single Public Meeting held, or even attempted to be held, in all Upper Canada to condemn the School System; nor has one of the four hundred elected Municipal Councils done so. On the contrary, some of them have expressed themselves strongly in its favour, and it is notorious that the strength of the School System consists in the deep and general feeling of the Country in its behalf as a bulwark of liberty, and as a simple and most powerful agency of general education and knowledge. Was a rate imposed in any County in Ireland for the support of the National Schools, such as is self-imposed in every Municipality in Upper Canada, there would be quite a commotion, if not open rebellion against it. The granting and expenditure of £300,000 Sterling a year for Schools, in such a Country as Ireland, without imposing a farthing of school tax upon it, and without receiving any subscriptions except those extracted from some Landlords, and those also given by Presbyterians in the North of Ireland, and a few inhabitants of some of the Towns, cannot but be acceptable to many, and be a great relief, as well as do immense good in the Country. . . .

#### XXV. CONCLUDING REMARKS.

1. There are many other points of difference between the Systems of National Education in Ireland and in Upper Canada, an examination of which would be equally favourable to the Canadian System with some of those already noticed. A perusal of the Regulations of the Irish National Board in connection with the requirements of the Canadian School Acts must satisfy any person that the notices, applications and Returns required, in regard either to Public or Separate Schools in Upper Canada, are few and

\*Since this Report was laid before the Legislature in July, two Synods of the Church of England have been held,—one in the Diocese of Toronto, the other in the Diocese of Huron. In both of these Synods the School question was introduced; and from both, after discussion, it was withdrawn. But, at an adjourned Meeting of the Synod of Toronto, held at Kingston, the question was brought up again, when a Resolution was passed, recommending a Memorial to the Legislature, praying that the School law might be so amended as to authorize the reading of the Bible, and the teaching of the Ten Commandments, and the Apostles' Creed in the Common Schools, and also for permission to establish Church of England Separate Schools in each City and Town in Upper Canada—not in Villages or Townships. The General Regulations now authorize the Reading the Bible and teaching the Ten Commandments; and the Apostles' Creed is taught in some of the Schools. This Creed is taught in the same words in the Catechisms of the Roman Catholic, Episcopal, Presbyterian, and Methodist Churches. It is already in the power of the Board of Trustees, in each City, or Town, to establish, or recognize as many Separate Schools of any Denomination as they please. Whether this power should be invested in each Religious Persuasion, as far as the Cities, or Towns, are concerned, is another question. But the Resolution requesting this limited change in the Law was not entertained by the Synod of the Diocese of Huron, when afterwards brought before it.



simple in comparison with those required from Managers of the National Schools in Ireland; that the introduction of the Irish National System into Upper Canada would benefit no party, but would lead to the introduction of numerous discordant elements into Canadian society, and shut up the greater part of our Schools, and lead to the abolition of the Municipal and elective school rights of the people of the Country.

2. When it is proposed to introduce either the Irish or English School Systems into Upper Canada at the expense of our own, it becomes my duty to the people and institutions of my native Country to show, by the Documents in the Appendix to this Report, and by the remarks in the preceding pages, how much Upper Canada is in advance of both Great Britain and Ireland in regard to a System of National Education, and how much more have they to borrow from us, than we to borrow from them, in solving the great problem of educating a whole people, and educating them, not as paupers, or dependents upon others, but as self-relying citizens and freemen.

3. The present System of National Education in Upper Canada is the quiet, unostentatious, progressive work of twelve years; and it has been so unexceptionally conceived and conducted that it has received the unanimous support of successive Governments and Parliaments, and has been voluntarily and nobly participated in by the people in every Municipality of the Country. The leading Men of different political parties have felt it to be too sacred and general an interest to be made the tool of party ambition, or the altar-victim of party combination. I trust that the same noble spirit of true Patriotism will continue to prevail among the Public Men, as well as people at large, of all parties throughout Upper Canada. The preceding pages show how truly our System of National Education has been based upon the fundamental rights of a free people, how it has become interwoven with their thinkings, doings, dearest interests and Municipal institutions from one end of Upper Canada to the other, and how it has developed itself with increasing power and success every successive year, until it already includes far more Schools and Pupils, in proportion to the School population of the Country, than any other part of the British Empire. Should the people of Upper Canada and their Representatives think proper, after all, to mutilate or abandon this national work of their hands, they have doubtless the right to do so; but no other hand should be suffered to touch the ark which contains the Magna Charta of the best liberties of Upper Canada and the instruments of developing those liberties into the highest civilization.

TORONTO, July, 1858.

EGERTON RYERSON.

NOTE.—In an Appendix to this Report Doctor Ryerson inserted quite a number of Documents, illustrative of the history and character of both the English and Irish Systems, or Schemes, of Education. This he did with a view to corroborate the statements contained in his exposition of the principles upon which these two Schemes of Education—so utterly diverse as they are from each other—had been founded.

The whole of these Documents may be seen in the Appendix to the Journals of the House of Assembly for 1858.

THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL,  
MODEL, GRAMMAR, COMMON AND SEPARATE SCHOOLS  
IN UPPER CANADA FOR THE YEAR 1858.

*To His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, Governor-General.*

MAY IT PLEASE YOUR EXCELLENCY,—

1. I have the honour to present herewith my Report on the condition of the Normal, Model, Grammar, Common and Separate Schools of Upper Canada for the year 1858,—a year of still greater financial depression and commercial disasters, in both Europe and America, than in 1857. Two successive years of failure in the productions of husbandry, attended by a large decrease in the Public Revenues, and an unprecedented stagnation in every branch of business, could not fail to be seriously felt in the operations of our School System.

2. Under these extremely adverse circumstances I expected a decline in the operations of the School System in proportion, at least, to that which has been experienced in every other branch of our social economy. In this painful apprehension I have been pleasingly disappointed. There has been an increase of six days in the average period of keeping open the Schools throughout Upper Canada. There has, however, been a decrease of \$49,927 in the aggregate sum raised for the support of Common Schools; but this decrease falls entirely under the head of Trustee School Rates, and chiefly in relation to moneys raised and expended for the purchase of School Sites and the erection and rent of School-houses—there being a decrease under these heads of \$34,620, the very large sum of \$245,495 having been raised and expended for those purposes in 1857, and in 1858 the still large, but less, sum of \$210,875.

3. On the other hand, there has been no decrease in the number of Schools kept open, but rather an increase of 135. Nor has there been any decrease in the attendance of pupils at School, but an increase of 21,046. The aggregate number of Children attending the Common Schools in Upper Canada in 1858 was 293,683, and the number of Schools open was 3,866. There has also been an increase of \$22,687 in the Municipal Assessments for School purposes, and an increase of \$60,402 in the aggregate amount paid to Teachers.

4. Notwithstanding, therefore, the financial depression of the Country and the check to the multiplication of new School Houses, the opening of 135 new Schools, and the increased attendance of 21,046 Pupils, together with an increase of \$22,687 in the School Municipal Assessments, and of \$60,402 in the amount paid to Teachers, show an unexpectedly large and gratifying success under the circumstances, and evince the varied adaptation and resources of our Local Municipal and elective Trustee School System, in contradistinction to a central Legislative or European despotic system, as proposed.

#### I. EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS.

1. The extracts from the Reports of Local School Superintendents, given in the Appendix to this Report, present the best view possible of the nature and working of the School System in the Townships, Cities, Towns and Villages of Upper Canada.\* The Local Superintendents, (of whom there are 303), are not appointed or paid by the Government; they are appointed and paid by the County, City, Town and Village Municipalities, and are paid out of Municipal Funds, independent of the School Fund; they, therefore, reflect the feelings, as well as watch over the interests of those by whose

\*These extracts are too voluminous to be inserted here; but they can be seen in the Appendix to the Journals of the House of Assembly for 1859.



local Representatives they are appointed and paid. This fact presents another feature of the local Municipal character of our School System,—that it is not only supported and extended by means of voluntary local Assessments, supplemented by Legislative Grants, but administered by Officers of local appointment in co-operation with the Chief Superintendent, who is of Responsible Executive appointment.

2. The extracts from the Local School Reports are brief, impartial and practical, and present a life picture of the labours and deficiencies, the struggles and neglects, the enterprises and sacrifices, the difficulties and disadvantages, the successes and failures of the people in the Cities, Towns and Villages in the old and new Settlements, in promoting the School education of their Children, and the nature and facilities of the School Law and Regulations in aiding them to accomplish that great object.

3. As a copy of each of my Reports is sent to the Trustees of each School Section, and to other local School Authorities, these extracts of the Reports of Local Superintendents are read with a great deal of interest; as also are the Statistical Tables, and the doings of one Township or Town, compared with those of another; and often furnish topics and materials of earnest and useful discussions at School Meetings.

## II. TABLE A.—MONEYS RECEIVED AND EXPENDED FOR THE SUPPORT OF COMMON AND SEPARATE SCHOOLS.

1. The amount of the Legislative School Grant apportioned to the Municipalities in aid of Common and Separate Schools in 1858, was \$133,000,—an increase on that of the preceding year of \$3,000. The law requires an equal sum to be raised by Municipal Assessment in order to entitle Municipalities to this aid. The amount raised by the Municipalities was \$270,503,—being \$137,503 more than the sum the law required, in order to entitle them to the whole of the Legislative Grant, and \$22,687 more than the amount raised by them in 1857.

2. The amount apportioned from the Legislative Grant for Common School Apparatus, Prizes and Libraries, was \$6,517,—a decrease on the preceding year of \$1,649. The same sum was received by the Department from local sources; the amount of the apportionment in each case depending upon the amount thus advanced from local sources, in connexion with the application for the articles, or Library, or Prize, Books desired. The total value of articles sent out to, or elsewhere purchased by Common School Trustees under this head, was \$14,142—being a decrease of \$3,254.

3. The amount of Trustee School Assessment was \$486,572,—being a decrease to the large amount of \$98,569, chiefly under the head of moneys raised and expended for the purchase of School Sites, and the erection and furnishing of School Houses. Still the amount of \$486,572 of Trustees' Assessments, in addition to the Municipal Assessments of \$270,503, is very large, and indicates the educational spirit, as well as the resources of the Country, considering the unprecedented financial pressure of the times.

4. The amount of Trustee School Rate Bills on parents sending Children to School was \$195,879—Increase \$45,380.

5. The total Receipts for Common School purposes for the year 1858 was \$1,244,483 --being a decrease on the total Receipts of the preceding year of \$49,927.

6. The total amount paid to Teachers was \$920,633—an increase of \$60,402 on the amount paid to them in 1857.

7. The total amount raised and expended for the purchase of School Sites and the erection of School Houses was \$173,625—a large sum, but \$34,263 less than the amount raised and expended during the preceding year for the same purposes. The amount raised and expended for the payment of rents and repairs of School-houses was \$37,250,—a decrease of \$356.

8. The amount raised and expended for School Books, Stationery, and to defray incidental expenses, was \$102,838—an increase of \$13,804.

### III. TABLE B.—SCHOOL POPULATION, PUPILS ATTENDING THE SCHOOLS IN THE DIFFERENT BRANCHES OF COMMON SCHOOL EDUCATION.

1. Formerly the legal School ages of Children having a right to attend the Schools, were from 5 to 16 years; since 1850, the right to attend the Schools has been extended to all persons from 5 to 21 years of age; but the provisions of the Law in regard to School population returns remain unchanged, and include only Children from the ages of 5 to 16 years. The School population in 1858, as thus limited, was 360,578,—increase 35,690.

2. The number of Pupils attending the Common Schools, (not including Grammar Schools, Separate Schools, Colleges, or Private Schools,) between the ages of 5 and 16 years was 267,383,—increase 19,949. The number of Pupils of other ages attending the Schools was 26,300,—increase 1,097. The whole number of Pupils attending the Schools was 293,683,—increase 21,046.

3. The number of Boys attending the Schools was 160,633,—increase 10,604. The number of Girls attending the Schools was 133,050,—increase 10,442. The number of indigent Children attending the Schools was 6,490,—increase 1,670. The distinction of indigent Children does not obtain where the Schools are free, as no Child then attends as a pauper, but all Children attend as a matter of right, each inhabitant contributing to support the School according to his property, and not according to the number of his Children.

4. The other columns in this Table show the different periods of time Children attend the Schools, and the number in the different branches of Common School Education,—presenting, as last year, a gratifying increase in the number studying the higher branches. The number of Children reported as not attending any Schools I lament to say amounts to 52,943, being an increase of 6,216 on the number returned under this head in the preceding year.

### IV. TABLE C.—COMMON SCHOOL TEACHERS.

Table C. gives the number of Common School Teachers employed, their Religious Persuasion, rank and salary. I will only make three remarks in reference to this Table.

1. The number of Male Teachers employed during the year was 2,965,—being an increase of 178. The number of Female Teachers employed was 1,237,—being a decrease of 59.

2. The number of First Class Teachers employed during the year was 856,—being an increase of 216. The number of Second Class Teachers employed was 2,364,—being an increase of 300. The number of Third, or lowest, Class Teachers employed was 833,—being a decrease of 79. It is to be hoped this class of Teachers will decrease more and more from year to year. With a view to raise the standard of the Teachers' Qualifications, the Council of Public Instruction has recently altered the Programme of Examination.

3. The average salaries of Male Teachers, as reported by the Local Superintendents for the year was \$454,—being a decrease of \$7. The average salaries of Female Teachers was \$242,—being a decrease of \$12. Had all the Local Superintendents reported under this head, the average decrease would not have been material, for the aggregate increase in the sum paid, as salaries of Teachers, is \$60,000, including the salaries of the new Teachers employed in 1858.

### V. TABLE D.—SCHOOL SECTIONS, SCHOOLS, SCHOOL HOUSES, TITLES TO SCHOOL PROPERTY, SCHOOL VISITS AND LECTURES, TIME OF KEEPING THE SCHOOLS OPEN.

1. *Number of School Sections and Schools.*—The number of School Sections, (formerly called School "Districts,") formed by the Township Councils including the Ward



School Divisions in Cities and Towns was, 4,267—being an increase during the year of 250. The number of Schools reported as open was 3,866—being an increase of 135. Number of School Sections not reporting Schools open, 401.

2. *Kinds of Schools, as to the Mode of Support.*—The number of Schools in which Rate-bills were imposed of less than Twenty-five cents per month for each Pupil was only 15—being an increase in the Schools abolishing this Rate-bill of 431. The number of Schools in which the Rate-bills were Twenty-five cents per month for each Pupil, (the highest rate-bill permitted by law,) was 114—a gratifying decrease, indicating the gradual doing away with Rate-bills by the People, as a result of their own trial and experience. The number of Schools partly Free was 1,660,—being an increase of 101. Number of Free Schools, (that is, Schools in which there are no Fees paid by Pupils, but which are supported by taxes according to property,) was 1,936—being an increase of 220. These facts show the gradual and sure progress among the People, (the result of their own voluntary action,) of that true principle of universal education which is regarded as a national interest, and, therefore, like every national interest, as the interest of every man in the Nation, who is held to have a right to such an education as will qualify him to become a good and useful Citizen.

3. *Number and Kinds of School Houses.*—The whole number of School Houses reported was 3,694; of which 352 are reported as built of Brick, 244 of Stone, 1,505 of Frame, 1,537 as built of Logs, 20, the kind of material of which was not reported. The number of School Sites held by Deed was 2,993,—increase 255; the number held by Lease 463—increase 19; the number Rented, 160,—increase 13; the number of which the tenure is not reported, 78,—decrease 165. The whole number of School Houses built during the year was 158, a large number considering the times, but a decrease of 43, as compared with the number built during the preceding year; of these 21 were Brick, 15 of Stone, 50 of Frame, 50 of Log, (in the new Settlements), and 22 not reported.

4. *School Visits.*—The whole number of School Visits during the year, reported, was 58,941,—being an increase of 9,745; a very gratifying and encouraging fact. The number of School Visits by Local Superintendents was 8,111,—being an increase of 789; or an increase of ten per cent. The number of Visits by Clergymen was 4,360,—increase 335. Number of Visits by Municipal Councillors, 1,949,—increase 155. Number of Visits by Magistrates, 2,005,—an increase of 371. Number of Visits by Judges and Members of Parliament, 353,—decrease 13. Number of Visits by School Trustees, 20,210,—increase 2,480; an increase of more than ten per cent. Number of Visits by other Persons, 21,953,—increase 5,682. The returns under this head, as a whole, are very gratifying.

5. *School, or Educational, Lectures.*—The whole number of School, or Educational, Lectures delivered during the year was 2,957—increase 417. The number delivered by Local Superintendents being 2,389,—increase 144; by other Persons, 568,—increase 273; these are gratifying facts.

6. *Time of Keeping Open the Schools.*—The number of Schools which have been reported under this head is 3,665,—increase 207. The average time of keeping open the Schools throughout Upper Canada was ten months and twelve days, being an increase of six days; or an aggregate increase of 21,990 days. The facts reported in this Table indicate the increasingly energetic and successful exertions of the People in the great work of educating their Children. This Table, like the preceding one, relates to each Township, City, Town and Incorporated Village.

#### VI. TABLE E.—RELIGIOUS EXERCISES, SCHOOL BOOKS AND APPARATUS.

Table E. exhibits the number of Schools in which the different Text-books are used, and Maps, Globes, etcetera, have been provided, also those in which the Bible was read and Religious Exercises observed. It appears that in 1,708 Schools the Daily Exercises are opened and closed with Prayer,—being an increase of 159; that the Bible, or

Testament, is read in 2,510,—being an increase of 95. These facts show that Prayers might be the rule, and that the Scriptures might be read in all of the Schools, were the local School Authorities favourable to the introduction. The Regulations provide for and recommend Religious Exercises and Instruction in all of the Schools, but do not compel them, and the question is, whether the Government has the right to employ compulsion in matters of Religion, or whether the right and responsibility in such matters are not with the Parents and Pastors of the Children, and whether the Government has not gone to the utmost limits of its legitimate power and duty, when it has secured the religious rights of all Parents, and provided facilities by which they and the Pastors can discharge their natural and divinely enjoined duties to their Children. The Official Regulations and recommendations on this subject will be found (on pages 197, 198 of the Ninth Volume, and on pages 190, 191 and 250 of the Eleventh Volume of this Documentary History.)

From the Table E. it also appears that the Text-books sanctioned by the Council of Public Instruction, especially the Irish National School Books, are most universally used in the Schools, and that the great evils of a changing and endless variety of Text-books no longer exists in Upper Canada. Maps are provided in 2,403 Schools,—being an increase of 113; Globes in 612,—the first Report under this head in regard to Globes; Blackboards in 2,895,—being an increase of 243; sets of Apparatus, including Orriers, Tellurians, etcetera, in 500,—being an increase of 28. These details exhibit essential and important progress in the right direction. In regard to the General Regulations for the Government and Discipline of Common Schools in Upper Canada see (pages 195-198 of the Ninth Volume of the Documentary History).

#### VII. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The Protestant Separate Schools are still established and conducted under the provisions contained in the Nineteenth Section of the School Act of 1850, and the 4th Section of the Supplementary School Act passed in 1853.\* The Roman Catholic Separate Schools were established and conducted under these same Sections until May, 1855, when the Authorities of the Roman Catholic Church succeeded in getting the [Taché] "Roman Catholic Separate School Act," (18th Victoria, Chapter 131), passed. There are less than a dozen Protestant Separate Schools in all Upper Canada, and these seem to exist, (and they only exist,) under peculiar circumstances. On the other hand, great efforts have been made to establish and increase the Roman Catholic Separate Schools, and especially under the Taché Act of 1855.

2. The Supporters of Separate Schools are exempted from the payment of any Public School Taxes in the School divisions in which their School exists; they are also exempted from the County School Tax, for a sum equal to the Legislative Grant apportioned to the County, and as a condition of receiving it; nor are they, like the Supporters of the Public Schools, required to employ Teachers who have appeared before the County Board to be examined and obtain a Certificate of Qualifications, as each Board of Separate School Trustees can examine and give a Certificate of Qualification to any Teacher whom it thinks proper to employ. The Supporters of Roman Catholic Separate Schools were exempted from all these conditions, which are required on the part of the Supporters of Public Schools, because they complained of them as a burden, and as restrictive upon their own voluntary action. The only conditions required of them, as the law now stands, are,—(1), that each Supporter of a Separate School should notify the Clerk of his Municipality in each year that he is, for that year, a Supporter of a Separate School; (2), and that the Separate School be kept open, at least, six months of the year, and (3), that the School be reported half yearly and yearly,

\*The Nineteenth Section of the Common School Act of 1850 will be found on page 38 of the Ninth and the Fourth Section of the Supplementary School Act of 1853 on page 134 of the Tenth Volume of the Documentary History.



according to blank Forms provided,—the two latter conditions having always been required of the Trustees of the Common Schools in each Section throughout Upper Canada. The Trustees of the Roman Catholic Separate Schools have also the same corporate powers to levy and collect Rate-bills and property Rates from their Supporters as have the Trustees of Public Schools, or Municipal Councils. The Legislative School Grant is likewise distributed to each Separate School according to the average attendance of Pupils, precisely as it is distributed to every Public School in every School Section in Upper Canada; and Maps, Apparatus, and Books are furnished to Separate Schools by the Education Department upon the same terms as to the Public Schools.

3. I make these remarks to correct again the truthless and absurd statements and representations which are still authoritatively repeated by some parties, and in some Newspapers, as to the Roman Catholic Separate School Law of Upper Canada; whereas, under that Law, the Supporters of Separate Schools have fewer obligations to fulfil than have the Supporters of Public Schools, and they have the most free scope for the exercise of the voluntary principle, as well as the power to levy such Rates as they please upon all of their own Religious Persuasion, who prefer the Separate, to the Public, Schools.

4. If, therefore, the Roman Catholic Separate Schools, are feebly supported, in comparison with the Public Schools, it is because the Supporters of Separate Schools are less concerned and energetic in the education of their Children than are the Supporters of Public Schools; and they isolate themselves from the latter, in order to avoid paying Municipal and Public Trustee School Rates, rather than to employ greater efforts for School purposes; or because, in spite of all appeals and influences to the contrary, the progressive portion of the Roman Catholic, as well as the Protestant population, prefers the Public Schools to Separate Schools, combined action to isolate action, the principle that is the magna charta, as well as characteristic, of a free people, to the principle that has been the prop of every despotism which has oppressed mankind; the principle which makes a good education the right of every Child in the land, to the opposite principle which, in every land, where it has prevailed, has left the great majority of the most needy classes of Children in ignorance.

5. Table F.—(1) The number of Separate Schools is 94,—being a decrease of 6. The number of Separate Schools in Townships is 50. The number of Separate Schools in Cities, Towns, and incorporated Villages, 44.

(2) The whole number of Pupils attending these Schools is 9,991,—being an increase of 27.

(3) The average time during which the Separate Schools have been kept open is ten months,—being a decrease of one month.

(4) The amount of Legislative Grant apportioned to these Schools, according to the average attendance of Pupils, as compared with the average attendance of Pupils at the Public Schools, was \$8,531,—being an increase of \$16.

(5) The amount raised and paid for the salaries of Teachers of Separate Schools was \$16,731,—being a decrease of \$2,012. The amount raised and expended for the purchase of School Sites, erection, repairs, and furnishing of School Houses, etcetera, was \$11,180,—being a decrease of \$2,444. The whole amount received from all sources for Separate School purposes was \$28,206,—being a decrease of \$4,161.

6. By comparing the Statistics of this Table with the Statistics of the Tables relating to Public Schools, the following results are obtained:

(1) There has been a decrease of 6 in the number of Separate Schools, but an increase of 135 in the number of Public Schools.

(2) There has been an increase of 27 in the number of Pupils in the Separate Schools, and an increase of 21,046 in the number of Pupils attending the Public Schools.

(3) The whole number of Pupils attending the Public Schools is 283,692; the average attendance according to the returns is 98,254,—about one-third of the aggregate attendance. The whole number of Pupils attending the Separate Schools is 9,991; the average attendance, according to returns is, 4,838,—nearly one-half of the aggregate attendance. The apportionment is made to both classes of Schools according to the average attendance,—to the Public Schools by each Local Superintendent, out of the sum apportioned to Townships by the Chief Superintendent, and to the Roman Catholic Separate Schools by the Chief Superintendent direct.

(4) The whole amount of the Legislative Grant apportioned and paid to the Public Schools was \$123,993,—not quite forty-four cents for each Pupil; the whole amount paid to Separate Schools from the same grant is \$8,531,—over eighty-six cents for each Pupil. The amount paid per Pupil, according to average attendance to the Public Schools, is one dollar and twenty-six cents; the amount paid per pupil according to average attendance to the Separate Schools is one dollar and seventy-six cents. Thus just twice as much has been paid to the Separate Schools according to the reported aggregate attendance of Pupils as to the Public Schools, and just fifty cents more per Pupil according to the reported average attendance. This ought not so to be. The reason of this difference is, that the Returns from the Trustees of Separate Schools show a larger average attendance of Pupils than do the Returns from the Local Superintendents in regard to Public Schools.

7. But, while one hundred per cent. more has been paid out of the Legislative School Grant to Separate Schools than to the Public Schools, in proportion to the whole number of Pupils taught in both, the former have done only one-fourth as much as the latter for the support of their Schools, in proportion to the amount of Legislative aid granted to them. The amount paid to Separate Schools from the Legislative Grant was \$8,531; the amount paid by their Supporters from local sources was \$19,590, not quite two and a half times the amount paid from the Legislative Grant. The amount paid from the Legislative Grant to Public Schools was \$123,993; the amount paid by the Supporters was \$1,085,856—nearly nine times the amount paid from the Legislative Grant towards their support.

8. From these comparisons of Statistics, it is clear that the Roman Catholic Separate Schools have received twice as much from the Legislative Grant as the Public Schools, in proportion to the work performed, or the number of Pupils taught by them, and that the Supporters of Roman Catholic Separate Schools have not done one-fourth as much as have the Supporters of Public Schools, in proportion to the amount of Legislative aid granted to them. From these facts, and the preceding observations on the Law relating to Public and Separate Schools, the following inferences may be drawn.

*First.* That nothing can be more groundless than the statements and apprehensions expressed by some, that the general School System is endangered, or enfeebled, by the Separate School provisions of the Law.

*Secondly.* That nothing can be more untrue and unjust than the assertions and accusations on the part of some Supporters of Separate Schools that the Department of Public Instruction, and the Legislators and people of Upper Canada have treated them unjustly and oppressively,—the very reverse of which the foregoing facts and figures show to be the case.

9. But it is insisted by some advocates of Separate Schools that Municipalities should be compelled to levy and collect Taxes for the Support of Separate Schools, as well as for the support of Public Schools. To this it may be replied:



*First.* That the Municipalities are not compelled to levy and collect a farthing for the support of Public Schools; when they do impose an assessment for them, they do so voluntarily; and it is in the power of each Municipality to put an end to the Public School System within its own limits, by simply declining to levy and collect any Rates for Common School purposes.

*Secondly.* The Separate Schools are established and conducted for exclusively Roman Catholic Denominational purposes. The avowed object of these Schools is to train up the Children under exclusively Roman Catholic influences, and to employ a great part of the School time in teaching and practising the Ritual elements and Ceremonies of the Roman Catholic Church.

*Thirdly.* The Public School exists for no one Religious Persuasion more than another, but for all classes of citizens alike, without reference to their Religious Persuasion; that the rights of all Religious Persuasions are equally protected; that whatever Religious Instruction is given to any Pupil, it is with the consent of his Parent, or Guardian; that no Pupil can be required to receive any Religious instruction, or be present at any Religious reading, or exercise, or use any Religious Book against the wish of his Parent, or Guardian; that the Pastor of each Religious Persuasion has the right to visit each School-house within his charge, one hour a week, for the special Religious Instruction of the Children of his own Persuasion in the School; and every resident, from the ages of five to twenty-one years, of every Religious Persuasion in each Municipality, has a legal right to attend the School of the Section in which he resides, as long as he observes the discipline of the School. Yet no Municipality is compelled to levy and collect Rates for the support of even these Public Schools; but any Municipality can provide little, or much, or nothing at all, as it pleases, for the purchase and erection of School-houses, and for the support of Schools; and it can do the same for any Separate School, on the application of its Supporters, although no Municipality in Lower Canada is permitted by Law to levy and collect any rate from the Supporters of a "Dissentient" School for its support, even on their application.

10. But when the proposition for the direct compulsion of a Municipality to levy and collect Rates for the support of Separate Schools is found untenable, it has been proposed indirectly to compel the Municipality to do the same thing, by depriving it of the power to levy and collect Rates for the support of Public Schools, unless it at the same time levies and collects such an amount for the support of Separate Schools, as is proportional to the Roman Catholic population, or property, in a Municipality, compared with the population, or property of Protestants in such Municipality. This proposition has a double aspect and a double application,—the one in respect to the Municipality at large, the other in respect to the Roman Catholic population in particular. In regard to the former, it involves, to the Municipalities, the abolition of the conceded and inviolable rights of local self-government in School matters, unless they become Agents and Tax-gatherers for the support of Roman Catholic Schools,—that they shall not provide Schools at all for the education of all classes, unless they at the same time provide Separate Schools for the Roman Catholics! It proposes to do, by the law of the land, what certain Ecclesiastics have warmly but vainly endeavoured to do, namely, to separate the Roman Catholic population *en masse* from the rest of their fellow citizens,—to take away from each Roman Catholic all right of choice as to how his money for School purposes shall be applied, or where his Children shall receive School instruction, and so to isolate him and his Children from the rest of the Community in which they live, whether they desire it or not.

11. Now, if some, or many, Roman Catholics choose to transfer their divinely supreme parental right to the Priest, and, at his command, to isolate themselves and their Children from the rest of their fellow-citizens, the State does not prevent them

from doing so,—it has even gone to the extent of enabling them legally to do so; but, it is quite another thing for the State to compel them to do so, to isolate them and their Children, by law, from other classes of the Community, whether they will, or not,—to deprive them and their Children of the right of choice in School matters, of the rights and privileges enjoyed by all other classes of their fellow-citizens. What, therefore, some Ecclesiastics, under the seductive title of “freedom of education,” is but the absolutism of the Priesthood in education, on the one hand, and the annihilation of the freedom and rights of the State and the Parent, in respect to education, on the other. . . . But the State is undoubtedly as much bound to protect the individual rights of Roman Catholic Parents and Children as it is those of Protestant Parents and Children. It cannot have a right to take away from one class of citizens rights enjoyed by all other classes, nor to take away from the Municipalities rights with which they have been so long invested by law, and which they have exercised with so much energy and patriotism for the good of all classes of the community. It is these rights which make “freedom of education” the essential and vital principle of our School System—freedom for each Municipality, Parent, Child, and Clergyman; but not freedom of absolute power to any one Priesthood to employ the Members, Children and Property of a Religious Denomination as goods and chattels for its own special purposes.

12. But it has been proposed, as the last resort, to deprive the State, and Municipalities, and Citizens collectively, of the power of combining by law the resources of all for the education of all; to leave the vast public and social interests of the education of the youth of the land wholly to isolated, individual impulse and effort,—to shut up and sell the Public School-houses to private speculators, and abandon the rising and future generations of our Country to the educational freedom of nature,—to ignore, as a State, what, in every free and enlightened State, is held to be the highest national interests—to transfer Upper Canada from the catalogue of civilized, to that of uncivilized, nations.

13. This is a very natural resort for any interest in respect to which knowledge is weakness, and ignorance is power; but it must be abhorrent to the great body of the Roman Catholic Community as to all other classes of the population, and is the last and desperate device of a few individuals of one idea and one aim—that of making the Priesthood the sole standard of truth and source of knowledge, and of extinguishing every ray of light, and every spark of liberty, which is not the emanation, or creature, of that clerical supremacy.

14. For the sincere and benevolent supporters of Separate Schools, the law is indulgent perhaps to a fault, certainly beyond comparison; and the explanations and financial analysis above given prove the more than merely equitable provisions of the School Law in respect to Separate Schools, and the corresponding spirit in which I have administered it. But I should be unfaithful to my trust and alien to my Country, did I not, at the same time, show how little has been done in proportion to the Legislative aid received, and in comparison with other Sections of the community, by the partizan assailants of our School System, and who, in their Newspaper organs, are equally the assailants of everything sacred to the Throne and the liberties, the character and prevalent Christianity of the British Empire; and did I not sedulously watch and plainly expose every scheme for subverting, or weakening, an organization by which the People of Upper Canada can work out their highest educational and social destinies.

15. The Legislature has faithfully and fully provided for “the equal rights and privileges of all classes” in Upper Canada in our System of Public Schools, and more than what is “equal” in regard to Roman Catholics, who have all that every other Religious Persuasion enjoys, besides a right and aid to establish Separate Schools not granted to any other one Religious Persuasion. Having settled the principles and



created the frame work of the School System and secured inviolable parental supremacy and the rights of conscience in all matters of religion, the Legislature transferred the responsibility and power of management to the Parents and Rate-payers themselves in each Municipality. The elected School Representatives of the Rate-payers in each Municipality employ their Teachers and determine the manner of supporting their School; and in each City, Town, and incorporated Village in Upper Canada they can establish any "kind, or description," of School they please; so that if in any of these Municipalities they prefer Denominational Schools to "Mixed Schools," Rate-bill Schools to Free Schools, or *vice versa*, they can establish them. As early as the year 1846, I drew attention to the inconvenience and frequent source of embarrassment, if not corruption, in a Government, or Legislature, being brought into contact with any one or more of the Religious Persuasions, and the necessity, therefore, of removing all questions of that kind from the arena of the Legislature and of the Executive Government to each Municipality; and this is one characteristic feature of our School System. The efforts of certain parties to denude the Rate-payers in the Municipalities of this right to manage their own School affairs, by making it a Religious party question in the Legislature and invoking Legislative and Governmental interference, can receive no countenance from any one who respects the acknowledged and established rights of the Municipalities and People.

#### VIII. TABLES G., H., I. AND K.—GRAMMAR SCHOOLS.

These Tables present the various statistics which have been collected respecting the Grammar Schools. I refer to the Report of the Inspector, (Chapter XI. herewith), for an account of the actual state and working of these Schools, and some important observations on the defects of the Law; I here make a few references to the principal matters contained in the Tables.

1. *Schools, Moneys, Salaries, Head Masters*—Table B.—There are 75 Grammar Schools, including 31 senior County Grammar Schools. The amount of apportionment from the Grammar School Fund in 1858 was \$30,382,—being an increase over 1857 of \$2,213. The amount derived from Fees of Pupils was \$19,991,—being an increase of \$474. The amount of aid granted by Municipalities was \$13,305,—being a decrease of \$3,525. The amount of Balances of the previous year, \$11,417,—being a decrease of \$10,314. The total Receipts for Grammar School purposes for 1858, were \$75,617,—being a decrease of \$10,361,—chiefly under the heads of Building, Rent and Repairs of School-houses, the decrease under these heads being \$7,839. The amount of Master's Salaries was \$61,073,—being an increase of \$3,520. This Table contains a statement of the Salaries and Names of the Head Masters, and the authority under which they teach.

2. *Number of Pupils in different Branches of Instruction*.—Table I.—The number of Pupils reported in the Grammar Schools was 4,459,—being an increase of 395, or about 20 per cent.; in Greek, 378,—being an increase of 94, or about 25 per cent.; in French, 851,—being an increase of 250, or about 30 per cent. The Table shows the number of pupils in each Class, and in each Subject taught in the Grammar Schools, and indicates a gratifying progress.

3. *Table K contains a list of the Text-books used in the Grammar Schools*.—I see no means of any considerable improvement in the Grammar Schools, or of making them efficient, unless they are made the Schools of the Cities, Towns, or Incorporated Villages, within the limits of which they are situated, and the Trustees invested with the powers of the Trustees of Common Schools, and the Grammar School Fund distributed upon the same condition as the Legislative School Grant,—namely, that of the Municipality raising a sum equal to that apportioned to the School from the Par-

liamentary Grant. If Grammar Schools exist at all, they ought to be made as efficient as possible. Trustees cannot make them so without the means of supporting them, as in the case of the Common Schools. This is alike the dictate of economy and patriotism, for it is both improvident and unpatriotic to leave, without adequate means of support, that class of Schools in which the Teachers of the higher Seminaries, the members of all the liberal professions, and the chief Servants of the Public receive the elementary and most essential part of their education.

#### IX. TABLE L.—THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

1. Table L presents a complete view of the Statistics of the Normal School from its establishment in 1847 to the end of 1858. It will be seen that the number of applications and admissions for the last year exceeded those of any preceding year. The number of Students in the Normal School became inconveniently large, while their attainments were not likely to keep pace with the progress of the best schools, and the demand for Teachers of higher qualifications. To promote the two-fold object of keeping the number of Students within manageable dimensions, and sending out Teachers of higher qualifications, the standard of Entrance Examinations was raised; but this change has been attended with little, or no, diminution in the number of successful Applicants, while it will contribute to multiply the number of Teachers possessing superior qualifications.

2. It will be seen that of the whole number of (2,463) Students admitted to the Normal School since 1847, 1,267, or more than one-half, had been Teachers before attending the Normal School. Of 162 admitted during the first Session of 1858, 84 had been Teachers; of 196 admitted during the second Session of 1858, 102 had been Teachers. These facts furnish the strongest practical proof of the objects contemplated by the Candidates admitted to the Normal School; while the influence of their teaching, and the demand for them throughout the Country sufficiently illustrates the value of their training and instructions in the Normal School.

3. I do not think that the Normal and two Model Common Schools, (the latter being essential appendages and practical exponents of the former,) were ever, in all respects, in so high a state of efficiency as they are at the present time.

4. The Model Grammar School, which was opened a few weeks before the close of the year, promises to contribute most efficiently to the improvement of the Grammar Schools of the Country.

#### X. TABLE M.—COLLEGES, ACADEMIES, AND PRIVATE SCHOOLS.

Table M contains such Statistics as I have been able to collect respecting the various Colleges, Academies, and Private Schools of the Country. These Returns are voluntary, and appear to be very incomplete. They are, however, sufficiently full to convey a pretty accurate idea of the amount of expenditure on their behalf, and of the nature of the instruction given in other Institutions than in the Grammar and Common Schools. The number of Students and Pupils taught in these Colleges, Academies and Private Schools is reported as 7,467—being 388 less than the number reported the year preceding. The number of Pupils taught in Private Schools appears to be nearly equal to the number taught in the Roman Catholic Separate Schools; but the former receive no Legislative aid, although their Supporters contribute their rates according to property in aid of the Public Schools, which is not the case with the Supporters of Separate Schools.

#### XI. TABLE N.—FREE PUBLIC LIBRARIES.

1. In Table N a complete view is given of the sums expended for Free Public Libraries, the number of Volumes furnished, the kinds of Books in each Library, the number of



Books read, and the number of inhabitants reading them. The returns of the number of Books read and the number of Readers are defective; but, as far as they go, they are highly satisfactory. The number of Inhabitants reported as reading the Books in each Library must be the number applying for them. The number actually reading them may be assumed to be much larger, as it includes families. This Table is extremely interesting, as it exhibits the actual working of the Free Library System throughout Upper Canada.

2. In 1857, a large dividend from the Clergy Reserve sales was distributed to the several Municipalities, and many of them appropriated their shares to the purchase of Public Libraries and School Apparatus. The sums expended for these purposes in 1858 have been chiefly derived from Rates levied and collected by the Municipalities and School Sections, and are, therefore, much less than those of the preceding year, though a larger amount for general School purposes was levied and collected by Rates in 1858 than in 1857.

3. The amount appropriated from local sources, (chiefly from the Clergy Reserve, or Municipalities' Fund), for Libraries in 1857 was \$3,100; the same sum was apportioned from the Legislative Grant,—total \$16,200. The amount appropriated from local sources in 1858, (chiefly from Rates), for the same purposes was \$1,991; an equivalent sum was apportioned from the Legislative Grant,—total \$3,982; and the number of Volumes despatched as Libraries was, 7,587, (not including Prize Books). The whole number of Volumes sent out to Public School Libraries from the commencement of the Library System in 1855 to the end of 1858, was 167,765; and, if we added the 10,602 Prize Books, the number will be 178,367. Of the Library Books there were 29,400 Volumes on History; on Zoology, 12,098 Volumes; on Botany, 2,174; on Natural Phenomena, 4,819; on Physical Science, 3,749; on Geology and Mineralogy, 1,400; on Natural Philosophy, 2,674; on Chemistry, 1,183; on Agricultural Chemistry, 687; on Agriculture, 7,390; on Manufactures, 7,476; of General Literature, 16,359; of Travels, 12,478; of Biography, 18,406; Practical Life, (Tales and Stories), 45,654; Teachers' Library, 1,799.

4. The same Table contains such information as has been collected respecting Sunday School, and other Public Libraries, such as those of Mechanics' Institutes, etcetera. In the Sunday School Libraries there were 254,489 Volumes, being an increase during the year 1858 of 20,141 Volumes. An immense deal of good must result from so large a number of strictly Religious Books in these Libraries, and those, as a general rule, of a most interesting character. The number of Volumes in other Public Libraries was 110,639,—being an increase during the year of 13,631 Volumes. The number of Volumes in Public School Libraries was 167,765,—being an increase of 7,587. Total, 522,893,—being an increase during the year of 41,359 Volumes—a most gratifying fact.\*

## XII. TABLE O.—MAPS, APPARATUS AND PRIZE BOOKS.

1. Table O shows the amount which has been expended in providing Maps, Apparatus, and Prize Books for the Schools, and also the number of the things supplied. The appropriations from the Clergy Reserve Fund in 1857, which had added so much to the Libraries, added proportionally to the amount expended for Maps, Apparatus, and the Prize Books. Nevertheless, the amount provided and expended under this head, in 1858, was \$11,810—\$6,308 less than the sum appropriated in 1857.

2. The number of Maps of different kinds, as detailed in the Table sent out in 1858, was 2,201; the number of Globes, Orreries, Tellurians, sets of Apparatus, and various articles was 1,474, including 3 complete sets of Meteorological Apparatus; the number of Sheets of Natural History and Phenomena, Scripture History and other Object Lessons was 12,350; the number of Prize Books was 8,045,—being an increase under this head of 5,488 Volumes.

\*Here follows in the Report an elaborate Table, showing the number of Volumes of Public Library Books sent out from the Education Department. For a copy of this Table, down to the end of the year 1857, see page 324 of Volume XIII. of the Documentary History.

SUMMARY AND GENERAL REMARKS RELATIVE TO THE SYSTEM OF PROVIDING PUBLIC  
LIBRARIES, MAPS AND SCHOOL APPARATUS.

I. It was not until 1853 that provision was made by law for apportioning one hundred per cent. upon all contributions by Municipalities and School Sections from local sources, to encourage and aid them in procuring Libraries for their Schools; and it was not until 1855 that a similar provision was made for providing Maps and Apparatus. During the previous years the Municipal and School Authorities were supplied with School requisites at cost prices, but without the apportionment of one hundred per cent. upon their contributions. So, although Mechanics' Institutes are supplied with Library Books, and Professional Teachers and Schools are supplied with Classical School Books at the net catalogue prices, no apportionment from the Library and Apparatus Grants is allowed to them.

To give a summary view of what has been done to supply the Municipalities and School Sections with Libraries, Maps and Apparatus, from 1851 to 1858, inclusive, the following Table has been prepared:—

TABLE, SHOWING THE VALUE OF BOOKS, MAPS AND APPARATUS SENT OUT FROM THE  
EDUCATIONAL DEPOSITORIES DURING THE YEARS 1851 TO 1858, INCLUSIVE.

Year.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
1851 .....	.....	.....	\$1,414 00	\$1,414 00
1852 .....	.....	.....	2,981 00	2,981 00
1853 .....	.....	.....	4,233 00	4,233 00
1854 .....	\$51,376 00	.....	5,514 00	56,890 00
1855 .....	9,947 00	\$4,655 00	4,389 00	18,991 00
1856 .....	7,205 00	9,320 00	5,726 00	22,251 00
1857 .....	16,200 00	18,118 00	6,452 00	40,770 00
1858 .....	3,982 00	11,810 00	6,972 00	22,764 00

Tables N and O show also how extensively, and in what detail, this work is diffused to the various Municipalities. In this connection the following facts may be noted:—

1. That the Books for Libraries, and the Maps and Apparatus of every description, are furnished to the remotest Municipalities and School Sections in Upper Canada, at lower prices than they are retailed to the public in London, Edinburgh, Boston, New York, or Philadelphia; in addition to which one hundred per cent. is added to the local contributions from the Municipalities and School Sections for these purposes.

2. That all the Text-books used in the Schools, (except the Classical, and one or two others), are printed in Canada, and mostly on paper of Canadian Manufacture; as also nearly all of the Maps and Apparatus, (such as Globes, Orreries, Tellurians, etcetera), are manufactured in Canada, after having been carefully revised, or improved, under the direction of the Department. Copies and Models are furnished by the Department to the Publishers and Manufacturers, and they are allowed to use them at their discretion in producing articles for sale to all individuals and families desiring them, while the Department confines its supplies, (on which an apportionment of one hundred per cent. is made), to the Municipalities and School Sections. It is highly creditable to the parties engaged in this publishing and manufacture to state that their work is generally not only equal in point of excellence to that of the English and American makers, but, in many cases, it is quite superior, and, at the same time, cheaper.



3. That this method of creating and developing the Canadjan Manufactures of articles so seldom produced in a new Country, and of supplying the Municipalities and School Sections with Libraries and all appliances of School instruction, must largely contribute to the improvement of the Schools, and to the intellectual and social advancement of the Country.

### XIII. TABLE P.—PENSIONS TO SUPERANNUATED TEACHERS.

1. Table P contains a list in detail of one hundred and seventy Superannuated, or worn out, Common School Teachers, who have been admitted as Pensioners on the small Grant which has been made for their relief; the age and abstract of the case of each Pensioner, etcetera. It will be seen from the Table in what Counties these Pensioners reside; 15 of these old Teachers have already died. The average age of the 155 who survive is 65 years, and their average period of service 21½ years. Of these Pensioners, 54 are Members of the Church of England; 50 members of the Presbyterian Churches; 27 of the Church of Rome; 18 of the Methodist Churches; 5 of the Baptist and 2 of the Congregational Churches, etcetera.

2. The maximum of the sum allowed as a Pension is at the rate of Six dollars for each year that the Pensioner has taught a Common School in Upper Canada; but the number of the admitted claimants is so large, in proportion to the sum to be distributed (\$4,000, besides subscriptions from Teachers in active service), that the amount available for each Pensioner is less than Two dollars for each year he has taught. No new Claimants are admitted except those who have paid their annual subscription, according to the Regulations; and comparatively few Teachers seem to avail themselves of the privilege. As the existing Pensioners die, those who survive will, of course, receive a larger dividend; and the Teachers, who subscribe will be materially assisted when they become worn out, as none but subscribers will hereafter be entitled to participate in the fund. The Official Regulations in regard to Superannuated Common School Teachers will be found (on pages 215, 216 of the Eleventh Volume of the Documentary History).

Mr. William Gordon, a Superannuated School Teacher, having on the 26th of July, 1858, petitioned the House of Assembly for an increase in his pension, the Inspector General referred his case to the Chief Superintendent and desired information in regard to it. The Chief Superintendent's reply to a letter on the subject was as follows:—

I desire to state for the information of the Inspector General, that nothing can be more equitable than the present system of dividing the Fund among worn-out Teachers, according to the number of years they have taught. The only deficiency is the smallness of the Fund, compared with the number of Claimants. The former cannot be augmented in the present financial state of the Country, and the latter cannot be reduced, except in the ordinary course of nature. No new Claimants, among those who became Teachers before 1884, will be admitted, except those who have subscribed to the Fund since that period, and no Teachers, who have commenced their profession since 1851, will be admitted, except those who subscribe One pound per annum from the time they commence teaching. The number of annual Subscribers is comparatively small, and the apportionment to each Claimant will, in the course of a few years, be increased from the diminution of the number of Claimants.

TORONTO, April 24th, 1858.

EGERTON RYERSON.

Mr. Robert Bell, M.P., also wrote to the Chief Superintendent on behalf of Mr. Gordon. The following Reply was sent to him:—

The Legislature, in the first place, at my instance, voted £500 per annum in 1853 towards the support of Superannuated, or worn-out, Teachers. In 1855, £500 per annum more were appropriated to the same object, and it was hoped that this sum (£1,000

per annum), with the Subscriptions received from Teachers towards the Fund would enable the Department to grant a respectable Pension to such men as Mr. Gordon, who had devoted their lives to the ill requited profession of Teaching.

When Mr. Gordon was placed on the list, there were only twenty-one other Pensioners besides himself, and he received the full maximum sum allowed by law, *videlicet*, \$6 per annum for each year's teaching. Now, however, while the Fund remained nearly stationary, the number of Pensioners amounts to nearly 150. The claims of these 150 are quite as good as Mr. Gordon's, and their application to be placed upon the list could not be refused in terms of the Regulations.

I have more than once mentioned the matter to Members of the Government, with a view to get an increase to the Grant for these worn-out Teachers, but, as yet, have been unable to effect it. I do not give up the hope that ere long the Grant will be increased, as I have proposed. . . .

TORONTO, July 19th, 1858.

EGERTON RYERSON.

#### XIV. TABLES FROM Q TO U, INCLUSIVE.

These Tables present a complete view of the Receipts and Expenditures of School Moneys for every School purpose authorized by law; as also a Statistical Abstract (Table S), exhibiting, under a number of heads, the comparative state and Progress of Education in Upper Canada from 1842 to 1858 inclusive.\*

#### GENERAL AND SPECIFIC REMARKS ON OUR SCHOOL SYSTEM.

Having thus given a statistical and practical view of the state of the Schools, and the working of our Provincial School System, I have now to offer some remarks on two, or three, features of that System, which some Writers continue to misrepresent.

1. The first relates to the question of Religious Instruction in the Public Schools. I discussed this Question at length in my last Report, as also in some preceding Reports. I need not discuss the Question again at length in this place; but think it proper to furnish anew the antidote to the representations which some Writers persist in making, when they oppose the Public School System upon the ground that it is opposed to that Religious Education which it is the duty of every Christian Parent to give to his Children. So far have I been from regarding Religious Instruction as a secondary duty, or interest, or establishing a School System which ignores it, I have, on every occasion, insisted upon the Religious Education of youth as the first duty of Parents,—as the first interest of the Country, and of the individuals of its rising and future generations; and these objects have been regarded as paramount, so far as the State has power to promote them, in the construction of the School System in all its details. In a Letter, dated the 14th July, 1849, and addressed by me to the late Honourable Robert Baldwin, C.B., then Premier of Upper Canada, I employed the following strong language:—

"Be assured that no System of Popular Education will flourish in a Country which does violence to the Religious sentiments and feelings of the Churches of that Country. Be assured that every such System will droop and wither which does not take root in the Christian and patriotic sympathies of the people,—which does not command the respect and confidence of the several Religious Persuasions, both Ministers and Laity—for these, in fact, make up the aggregate of the Christianity of the Country. The cold calculations of unchristianized selfishness will never sustain a School System, and, if you will not embrace Christianity in your School System, you will soon find that the

\*None of the Tables named in this Report are inserted herewith, as they are somewhat elaborate, and especially as Doctor Ryerson has, in the text of his Report given a summary, or the substance, of them. They can be seen, however, in the Appendix to the Journals of the House of Assembly for 1859.



various Christian Persuasions will commence establishing Schools of their own; and I think they ought to do so; and I should feel it my imperative duty to urge them to do so.\*

2. In my last Report, I introduced a lengthened discussion of the Question of Religious Instruction in the Schools, in which, after referring to the supreme importance of the subject, I distinguished between the delegated powers and functions of the State, and the Divine rights and duties of the Parent and the Church in regard to the bringing up of the rising generation; and according to that natural and Divinely appointed division of labour is our School System constructed, and thus are the three-fold labours of the State, the Parent, and the Church, combined in the elementary education of the Children and youth of the land.

3. In my Report for 1851 I also thus explained how the principle of Religious Education should be recognized and provided for in respect to both day Schools and the higher Seminaries of learning, and the relations of the State, Parents and Christian Denominations in regard to each class of Educational Institutions.†

4. It is thus seen that I have not ignored Religion, even in regard to Seminaries and Colleges, and that in no instance and in no respect has Religious Education been ignored, or overlooked, in our System of Elementary Schools, but that the State, or people collectively, propose to do what never has, and never can be otherwise done by other parties,—namely, provide the means of Day School instruction for all the Children of the land; and it then provided facilities to enable both Parents and Pastors to do what the State, or people collectively, cannot do, but what Jehovah Himself has commanded Parents and Pastors to do,—namely, “to train up Children in the nurture and admonition of the Lord.” If the State, or people collectively, are responsible for the one, Parents and Pastors individually are responsible for the other. They have no right to impose upon the State, or upon any State Teacher, what God hath enjoined upon themselves, any more than the State has the right to usurp the Religious functions of the Parent or of the Church.

5. But, were the Authorities and Supporters of the Schools disposed to introduce into the Schools mixed Religious teaching to a greater extent than has been proposed, there would be no compromise of Religious faith in their doing so, since there is no difference in the essentials of faith, any more than of words, among all the Religious Persuasions of Upper Canada, except one or two small Congregations of Unitarians and Jews. It is known that the “Symbol of Faith,” or “Apostles’ Creed,” is the same *verbatim et literatim* in the Roman Catholic, as in the Protestant, Churches. To show the extent to which this Apostles’ Creed expresses the faith of the Religious Persuasions of Christendom, I quote the following account of a General Meeting for Prayer and supplication, lately held in one of the Protestant Episcopal Churches of Philadelphia, and published in the *Protestant Episcopal Recorder*:—

“Doctor Nevin, of the Presbyterian Church, (Old School), rose and stated that the Apostles’ Creed was one of the Symbols of his branch of the Church, and it might be of all the Churches represented, and proposed that the Rector should repeat it as the Creed of the Meeting, all standing and joining in it. Instantly every individual of the vast assemblage rose to his feet, and every voice responded, while the Minister repeated the Ancient Creed.”

\*As the Honourable Robert Baldwin prepared the Drafts of the Bills affecting the University of Toronto in 1843, 1849, and 1851, and also devoted some time to the hereafter consideration of the School Bill of 1850, as drafted by Doctor Ryerson, I propose to insert in one of these Volumes a Biographical Sketch of him, written by Doctor Ryerson on the occasion of his lamented death in December, 1859; also sketches of others of our noted Educationists and Educators.

†This quotation will be found on page 35 of the Tenth Volume of the Documentary History.

6. Here is a platform of common faith, as the Ten Commandments furnish a common platform of morals. There may be rival sects and parties among Protestants, as there are rival Orders and parties in the Roman Catholic Church; but, as the latter all rally under the standard of one Pope, and aim at a common object, so the former all rally under the standard of one Bible, and aim also at a common object. Yet both great divisions of Christendom avow a Common Symbol of Faith, professedly received by them from the Apostolic Churches, and can, therefore, without any compromise on either side, combine to teach their Children the faith, as well as morals of the Apostles. It is only when they wish to teach their Children what is not contained in the Creed of the Apostles, or the Ten Commandments, that they are compelled to separate. It is true that they differ in forms of Worship, and in matters of ecclesiastical discipline and procedure; but these form no part of the Apostles' Creed, or of the Ten Commandments, or of the Lord's Prayer, and, therefore, need not be taught in Schools of Apostolic Faith, of Apostolic Morals, and of Apostolic Charity.

7. I make these remarks to show how far even combined Religious teaching could be carried on in the Public Schools, did not adverse jealousies and influences prevent it; but this is not involved in our Common School System, which recognizes and provides facilities for separate Religious teaching, under the direction of Parents and Pastors, whom God has appointed to teach Children, as well as others, those Truths which are able to "make them wise unto salvation."

8. Our School System, therefore, instead of ignoring Religious education, as has been most unjustly asserted, recognizes it,—is based upon it,—provides for it, by giving to God, or the Church, the things that are God's, at the same time that it gives to Cæsar, or the State, the things that are Cæsar's; it assumes and maintains inviolate the Divine right and duty of Parent and Pastor, while it provides for the human duty of the Teacher and the State; in its every School it is the voluntary creation of its Supporters, the expression of their will, and the benefactor of their offspring.

#### XVI. DEFECTIVENESS OF OUR MUNICIPAL LAW IN REGARD TO VAGRANT AND IDLE CHILDREN IN CITIES, TOWNS AND VILLAGES.\*

In most of these Municipalities, Free Schools have been established by the Ratepayers, (who alone have power to decide upon the mode of supporting their Schools),—that is, Schools to which all contribute according to their property, and to which all residents between the ages of five and twenty-one years have an equal right of access, without further payment of fees. But some of the largest Ratepayers naturally object to this mode of supporting the Schools, unless means are employed to secure to all the Children, especially to the more needy classes, the benefit of the Schools; that numbers of Children are idle in the Streets, quarrelling, swearing and pilfering, and are being sent to Prison, while Schools are provided, supported and open for their reception. Some have even objected to the School System on this ground. But it is clear that the Schools cannot be accountable for the conduct of those who never enter them; and the statistics of youthful crime show that scarcely one of the juvenile delinquents is, or ever has been, a regular Pupil of the Schools.† Nor does any party under the School Law possess any power to compel Parents to send their Children to School any more than any party, by the Common, or Ecclesiastical, Law, possess power to compel attendance at a Church, which has been built and opened free to all. The defect is not in the School System, or School Law, but in the Municipal Law, as each Municipal Council

\*See Remarks of Mr. Justice Hagarty and Chief Justice Draper, on Vagrancy and Crime in the Cities, on page 78 of the Fourteenth Volume of the Documentary History.

†See Proceedings of the Board of Trustees of the City of Toronto on the non-attendance of children at the Schools, on pages 76-78 of that Volume.



should be invested with power to impose penalties in all Cases of street idleness and vagrancy, and to punish, or send to a House of Industry and instruction, all Persons from the ages of six to eighteen years of age, who have no employment and attend no School. On this point I would refer to the remarks on this subject in my last Report.\*

In my last Report I compared the working and results of our School System with those of the School System of Great Britain and Ireland. I had intended in this Report to institute a similar comparison between our School System and those in the principal neighbouring United States; but I must defer this for another year. In the meantime, I trust that the Statistics and Documents of this Report, together with the observations with which I accompany them, furnish increased evidence that our School System, unanimously supported by successive Governments and Parliaments, and voluntarily sustained by the people in their several Municipalities, is not less adapted than heretofore to teach self-reliance and self-government, to develop the spirit of liberty, in harmony with obedience to law, to unite Church and State in their appropriate and noblest work, to diffuse education and knowledge among all classes in the Land, in connection with the Christianity of the Land.

TORONTO, July, 1859.

EGERTON RYERSON.

## APPENDICES OF THE CHIEF SUPERINTENDENT'S REPORT OF 1858.

### I. THE EDUCATIONAL MUSEUM FOR UPPER CANADA.

1. This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the people. It consists (1) of a collection of School Apparatus for Common and Grammar Schools; (2) of Models of Agricultural and other Implements; (3) of specimens of the Natural History of the Country; (4) Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated characters in English and French History; (5) also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, French, and especially of the Italian, Schools of Painting. The Objects of Art are labelled, for the information of those who are not familiar with the Originals, but a descriptive Historical Catalogue of them is in course of preparation.

2. In the evidence given before the Select Committee of the British House of Commons it is justly stated, "That the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of people"; and the opinion is, at the same time, strongly expressed that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful Originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raphael and other great Masters; an object no less desirable in Canada than in England.

3. What has been thus far done in this branch of Public Instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature by means of Models and Publications, collected in a Museum in connection with this Department.

\*These remarks are printed on page 216 of the Thirteenth Volume of the Documentary History.

4. The Museum contains a large selection of Objects of Art, Models, etcetera, arranged under the following heads:

- I. Sculpture: (1) Antique; (2) Modern; (3) Architectural.
- II. Painting: (1) Italian School; (2) Flemish School; (3) Dutch School; (4) Miscellaneous Dutch and Flemish; (5) German School; (6) French School; (7) Spanish School.
- III. Engravings: (1) On Steel and Copper; (2) Lithographs.
- IV. Works Illustrating the History of Art, etcetera: (1) In French and Italian; (2) In English.
- V. Other Objects of Interest: (1) Illustrations of Mediæval History, Figures in Armour, Weapons, etcetera; (2) Maps and Plans in Relief; (3) Specimens of Natural History; (4) Geological Specimens; (5) Models of Agricultural Implements; (6) Philosophical Models and School Apparatus.

North of the Central Hall of the Building is the Theatre, or large Lecture Room, with the Lecturer's entrance in the centre, and side entrances, east and west, for the Public. This Theatre is designed to accommodate 470 persons, and the Galleries 150, making in all 620. Around the Theatre, and beneath its Gallery, are east and west Corridors leading to the Normal and Model Schools, and the Model Grammar School in the new Building in the rear, facing Gerrard Street. Upstairs are the principal Statuary Rooms of the Museum, and the proposed School of Art and Design.

## II. VISIT TO THE MUSEUM BY THE COUNCIL OF THE COUNTIES OF YORK AND PEEL.

In regard to this Visit, the following Correspondence took place between the Municipal Council of the United Counties of York and Peel, and the Chief Superintendent of Education for Upper Canada:—

"I have much pleasure in forwarding the enclosed copy of a Resolution of the Municipal Council of the United Counties of York and Peel, adopted on Saturday last.

"TORONTO, 15th of June, 1858.

JOSEPH HARTMAN, Warden."

"*Resolved unanimously*,—That the Council having had the pleasure of visiting the Museum in the Normal and Model Schools, desire to express the gratification they felt in seeing the beautiful selections of Sculpture and Paintings, and also the admirable School Apparatus, and Maps of Canadian Manufacture. They desire further to express their opinion that Upper Canada owes a debt of gratitude to the Chief Superintendent of Education for his devotedness to the cause of Education, and for the high standard which our present School System has already obtained, and trusts that he may be long spared to discharge the responsible duties of his Office."

## REPLY TO THE FOREGOING BY THE CHIEF SUPERINTENDENT OF EDUCATION.

1. I desire to acknowledge the receipt of your Note of the 15th instant, enclosing a Resolution in reference to the Museum of the Education Department and myself, adopted unanimously by the Municipal Council of the United Counties of York and Peel, and to express, through you, my heartfelt thanks to the Members of the Council for this spontaneous and unexpected expression of their goodwill towards myself, and of their kind appreciation of my public services to the Country.

2. Under any circumstances I could not but feel encouraged and grateful for such a unanimous expression of opinion from a body of the Representatives of the people



belonging to all Political and Religious parties; and more numerous than were the Members of the Legislative Assembly of Upper Canada when I first witnessed its proceedings,—Gentlemen who have several times visited the Department, and obtained hundreds of Maps and thousands of Volumes of Books from its Depositories, for the improvement of the Schools and the diffusion of knowledge in their several Townships; but I feel doubly grateful for such an expression of feeling at a moment when our School System, as well as myself, is the object of a combined and unprecedented attack from various quarters,—an attack which, in regard to myself, I have little solicitude. My chief anxiety has been lest anything appertaining to me should be construed and applied to the injury of the School System, in which is involved the Municipal rights and best interests of the people of Upper Canada,—an anxiety which is shown to be groundless by the Resolution of the large and intelligent Counties' Council, over which you have so long and so worthily presided.

3. The expression of patriotic feeling by the Council in regard to our School System is but a response to the practical feeling of the Country at large; for it appears by the Statistical Tables of my Annual Report, which have been completed since I received your Letter, that the people of Upper Canada have substantially provided and expended for the education of their Children under the School System during the year no less than £303,085 11s. 4d., it being an increase of £33,558 0s. 7d. on the Receipts and Expenditures of the preceding year for the same purposes.

TORONTO, 18th June, 1858.

EGERTON RYERSON.

### III. A VISIT TO THE EDUCATIONAL MUSEUM DESCRIBED.

"A. W.," in a Letter to the Grand River Sachem, thus refers to a visit to the Educational Museum during the Provincial Fair:—

"An hour was at my disposal, and to my old Friends at the Education Department I had to go; when there, I decided to go over the Museum. That I did, and consider it the greatest treat in Toronto. The Rooms are admirably fitted up,—filled with choice Casts of many world-renowned Statues,—two large Halls entirely covered with capital copies of Paintings of many of the greatest works of the Old Masters. Various Pictures, which to read about makes one delighted and astonished, are here to be seen. Truly the sight of these will richly repay a journey from the remotest part of the Province. I can declare, I took myself away from seeing the copy of Domenichino's Picture of "The Last Communion of St. Jerome" with reluctance. And then there are in the Museum admirable copies of Raphael's greatest works—of the Transfiguration,—of some of his Madonnas, those lovely creatures of this Master,—the Holy Mother and the Sinless Child—they live on the canvass. It is something surely to say that one has seen an excellent portrait of that strange parricide, Beatrice Cenci—her appalling story stands foremost in the records of Italian crime and mystery. There, also, hangs before you a capital copy of Raphael's portrait of that notorious character, Cæsar Borgia, that crime-steeped monster, and the brother of the shameless Lucretia Borgia. There he hangs, and who can doubt the fidelity of the painting? Is it not something for us Canadians to have the means of thus, as it were, coming face to face with those Historic characters, and, far better still, with those whom the world will never let die—the famous men of bygone times. A long summer day can profitably be spent in these Halls, and I cordially echo Mr. W. L. Mackenzie's opinion, 'go to the Education Office Rooms; there are in them the most wonderful things in the Upper Province.'"

## IV. DEPARTMENTAL BALANCE SHEET FOR THE YEAR ENDING ON THE 31ST DECEMBER, 1858.\*

Names of the Different Accounts.	Receipts.			Expenditure.		
	Balance, 1st January, 1858.	Receipts during the year 1858.	Total Receipts.	Balance, 1st January, 1858.	Expenditure during the year 1858.	Total Expenditure.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1. Common School Grant .....		136,867 80	136,867 80	714 03	123,867 38	124,581 41
2. Poor School Fund .....	1,870 00	.....	1,870 00	.....	1,221 00	1,221 00
3. Grant to Roman Catholic Separate Schools .....	2,257 38	8,882 20	11,139 58	.....	8,380 16	8,380 16
4. Grammar School Fund .....	26,825 12	13,056 21	39,881 33	.....	29,923 50	29,923 50
5. Model Grammar Schools and Inspectors .....	.....	13,271 00	13,271 00	8,548 93	14,592 20	23,141 13
6. Normal and Model Schools .....	849 18	14,977 85	15,827 03	.....	17,457 63	17,457 63
7. Balance of Building Fund of 1850-54 .....	1,675 16	.....	1,675 16	.....	120 00	120 00
8. Libraries, Maps and Apparatus .....	13,074 40	19,049 63	32,124 03	.....	32,664 02	32,664 02
9. Superannuated Teachers .....	.....	2,462 00	2,462 00	823 39	2,704 51	3,527 90
10. Journal of Education .....	769 09	1,870 60	2,639 69	.....	1,495 08	1,495 08
11. Educational Museum and Library .....	.....	2,986 60	2,986 60	16,204 32	1,945 06	18,149 38
Balance in hand on the 31st December, 1858 .....	.....	.....	.....	\$26,290 67	\$234,370 54	\$260,661 21
Total .....	\$47,320 33	\$213,423 89	\$260,744 22	.....	.....	83 01
				.....	.....	\$260,744 22

\* This Balance Sheet contains the summary of eleven preceding accounts, as given in detail in the Appendix of the Chief Superintendent's Report for 1858.



(1) THE COUNCIL OF PUBLIC INSTRUCTION.

- Inspectors of County Grammar Schools.*

- ## (2) THE EDUCATION OFFICE.

1844...The Reverend Egerton Ryerson, D.D. ... Chief Superintendent of Education.

1844..	John George Hodgins, M.A. ....	Deputy Superintendent of Education, and Assistant Editor, <i>Journal of Education</i> .
1854..	Alexander Marling .....	Senior Clerk and Accountant.
1852..	Alexander Johnstone Williamson, M.D. ..	Clerk of Correspondence.
1856..	Francis Joseph Taylor .....	Clerk of Statistics.
1857..	Herbert Butterworth .....	Assistant Clerk of Statistics.
1858..	James Moore .....	Janitor and Messenger.

1853..Samuel Passmore May .....	Clerk of Libraries.
1856..Thomas I. Churchill .....	Depository Salesman.
1857..Christopher Alderson .....	Packer and Messenger.

1847..	Thomas Jaffray Robertson, M.A. ....	Head Master.
1858..	John Herbert Sangster .....	Second Master.
1858..	Alexander Russell Strachan .....	Writing Master and Teacher of Book-keeping.
1858..	Henry F. Sefton .....	Music Master.
1859..	Alphonse Coulon .....	Drawing Master.
1852..	Henry Goodwin .....	Teacher of Gymnastics and Calisthenics
1848..	John Murphy .....	Janitor of Normal and Model Schools.

1858..George R. R. Cockburn, M.A. .... Rector.  
1858..Reverend John Ambery, M.A. .... Classical Master.

## THE CHIEF SUPERINTENDENT'S ANNUAL REPORT OF THE NORMAL, MODEL, GRAMMAR AND COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1859.

*To His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, Governor  
General of Canada.*

MAY IT PLEASE YOUR EXCELLENCY:

In presenting my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada, for the year 1859, I am thankful to be able to say, that the general financial depression, arising from two successive years of commercial disaster and of failure in the productions of husbandry, has been attended by no decline in the operations of our School System; but that, contrary to reasonable apprehensions, there has been an aggregate advance of \$61,331 in the financial doings of Municipalities and School Sections, and a corresponding progress in the attendance of Pupils and in the improvement of the Schools. This will appear by a reference to the Statistical Tables, as follows:—

### I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

1. The amount apportioned by this Department from the Legislative Grant for Salaries of Teachers, in 1859, was \$152,026; being an increase of \$19,502 over the sum apportioned in 1858.

2. The apportioned one hundred per cent. on remittances for the purchase of Maps, Apparatus, Prizes, and Libraries was \$6,860; being an increase of \$342.

3. The amount provided for the support of the Schools, by County Municipal Council Assessment, was \$289,950; being an increase over 1858 of \$19,446.

4. The amount of School Trustees Assessment during the year was \$535,704; being an increase of \$49,131.

5. The amount of Rate-bill Fees, imposed on Pupils attending the Schools, was \$177,165; being an increase of \$18,713; showing the decline of the Rate-bill, and the increase of the Free School System.

6. The total Receipts for all Common School purposes in Upper Canada, for 1859, were \$1,309,820; being an increase of \$65,331 over the Receipts of last year.

7. The amount expended for the purchase of School Sites and the erection of School-houses in 1859 was \$114,637; being a decrease of \$8,935.

8. The amount expended for the Rents and Repairs of School-houses was \$32,751; being a decrease of \$1,918.

9. The amount expended for School Books, Stationery and Contingencies was \$85,874; being a decrease of \$7,258. (These three are the only items in which there was any decrease in the School Expenditures).

10. The amount expended for Maps, Apparatus, Prize and Library Books, was \$17,456; being an increase of \$3,314.

11. The amount expended for the Salaries of Teachers was \$859,324; being an increase of \$81,708. A gratifying and noble increase under this head.

12. The Total Expenditure on behalf of Common Schools in Upper Canada, for 1859, was \$1,110,045; being an increase of \$66,910.

### II. TABLE B.—SCHOOL POPULATION—PUPILS ATTENDING THE COMMON SCHOOLS.

The School population, according to the legal Returns, includes all Children from five to sixteen years of age; but the School population, having a legal right to attend the Schools, includes all persons from 5 to 21 years of age. The provision of the Law



giving the right to persons from 16 to 21 years of age was passed after the enacting of the Law authorizing and defining the Returns of School population.

1. The School population, (including only the Children from 5 to 16 years of age,) amounts, according to the Returns, to 362,085; an increase of only 1,507. In the Cities and Towns there is a decrease of School population reported amounting to 4,500, which cannot be correct.

2. The number of Pupils attending the Schools, from 5 to 16 years of age, is 279,490; increase of 12,107. The number of Pupils of other ages attending the Schools, is 22,102; decrease, 4,198. The whole number of Pupils attending the Schools, is 301,592; increase, 7,909.

3. The number of Boys attending the Schools, is 165,688; increase, 5,055. The number of Girls attending the Schools is 135,904; increase, 2,854. A large proportion of Girls and Boys attend private Schools, especially in Cities, Towns and Villages.

The same Table shows the number of Pupils in each of the various subjects taught in the Schools, and exhibits a gratifying increase of Pupils studying the higher subjects.

### III. TABLE C.—COMMON SCHOOL TEACHERS, THEIR RELIGIOUS PERSUASION, RANK, SALARIES.

1. The whole number of Teachers employed during the year, was 4,235, increase, 33. The number of male Teachers employed was 3,115, increase 150. The number of female Teachers employed, was 1,120,—decrease 117.

2. The Religious Persuasion of Teachers. The number of Members of the Church of England, is 747, increase, 85; of the Church of Rome, 460, increase, 20; Presbyterians of different kinds, 1,196, decrease, 63; Methodists of various kinds, 1,236, increase, 54; Baptists, 225, decrease, 15; Congregationalists, 87, increase, 10; for the other persuasions, see the Table, [in the Appendix to the Journals of the House of Assembly.]

3. As to the rank of Teachers, it appears from the Table that there are 1,015 Teachers of the First Class; increase, 159; of the Second Class 2,130, decrease, 35; of the Third Class, 768, decrease, 115. It is gratifying to note so large a decrease in Third Class Teachers, and so respectable an increase of the First Class, especially as the standard in the Programme of Examinations has been recently raised. It appears that heretofore, the County Boards, for the most part, have licensed Third Class Teachers as a matter of course, on examination, the same as they have First and Second Class Teachers. This is at variance with the Regulations, as I have taken occasion to remark during my recent visit to the several Counties. A Third Class Certificate should be limited to one School Section, and to one year, (as provided in the prescribed form of Certificate); and, therefore, should only be given on the special application of Trustees, to meet extreme cases. If this object of Third Class Certificates be observed by the County Board, fewer of them will be applied for and given; and the fewer of them given the better for the interests of the Schools, as well as for the professional standing of Teachers.

4. Teachers' Salaries. The lowest salary paid to any Male Teacher is \$80; and the highest salary is \$1,400. The average salary of Male Teachers, with Board, is \$186, increase, \$6. The average salary of Male Teachers, without Board, is \$456, increase \$2. The average salary of Female Teachers, with Board, is \$123; without Board, \$245, increase, \$3

### IV. TABLE D.—SCHOOLS, SCHOOL HOUSES, SCHOOL VISITS, SCHOOL LECTURES, TIME OF KEEPING THE SCHOOL OPEN.

1. The whole number of School Sections is 4,354, increase 87. The whole number of Schools reported as open, is 3,953, increase, 87. The number of School Sections, in which there are no Schools open, or from which no Reports are received, is 398, decrease 3.

2. The number of Free Schools is 2,315, increase, 379. The number of Schools reported as partly free, 1,498, decrease 162. The number of Schools in which a Rate-

bill of twenty-five cents per month is charged to each Pupil, is 102, decrease, 12; in which a Rate-bill of less than twenty-five cents is charged, is 36, increase 23, not reported 2. These returns show the gradual and rapid advance of Free Schools; as the establishment of them is the annual voluntary act of the Rate-payers in each School division.

3. The total number of School Houses reported is 3,944, increase, 250. Of these, 368 are Brick, increase, 16; Stone, 313, increase, 69; Frame, 1,512, increase, 7; Log, 1,669; increase, 96; not reported, 82.

4. The number of School Houses built during the year is 146, 12 less than the number built during the preceding year. Of these 146 School Houses built during the year, 50 were Log, 57 were Frame, 14 were Stone, and 24 were Brick.

5. The whole number of official School Visits reported, is 63,183, increase, 4,242; by Local Superintendents, 8,739, increase, 628; by Clergymen, 5,626, increase, 1,266; by Municipal Councillors, 1,995, increase, 46; by Magistrates, 2,191, increase, 186; by Judges and Members of Parliament, 534, increase 181; by Trustees, 20,480, increase, 270; by other persons, 23,618, increase, 1,665.

6. The whole number of School Lectures delivered is 3,104, increase, 147. By Local Superintendents, 2,387, decrease, 2; by other persons, 717, increase, 149.

7. The number of School Examinations reported, is 6,856; the number of Schools in which Prizes have been awarded and distributed for the encouragement of Pupils, 710; number of Books distributed as Prizes, as per Table P, is 12,089. No Returns under these heads have been heretofore made.

8. The average length of time the Schools are kept open is ten months and fourteen days, increase, two days. This exceeds the average time the Schools are kept open in the State of New York by two months and twenty-four days.

#### V. TABLE E.—RELIGIOUS EXERCISES, BIBLE, TEXT BOOKS—APPARATUS USED IN THE SCHOOLS.

1. It appears that out of 3,953 Schools reported, the daily Exercises of 2,059 are opened and closed with Prayer, an increase of 351; and the Bible, or New Testament, is used in 2,687, being an increase of 177. The use of the Sacred Scriptures, being the acknowledged birth-right of every inhabitant, young or old, in this Country, it is not placed in the list of Text-Books; as its office is, not to be employed in teaching to read, but to teach those who receive it the way to Heaven. Its use is not compulsory, as Government has no more authority to compel the reading of the Scriptures than attending Church. Everything in reference to Religious Exercises, and the reading of the Scriptures as part of them, appertains to the elected Managers of the Schools, and the Parents and Guardians of the Children. The Council of Public Instruction has recommended these Exercises, and provided aid for their performance for those who approve them; but it is not lawful to compel any Pupil to attend them, or to read any Religious Book, against the wishes of his, or her, Parents, or Guardians. The Law, therefore, fully recognizes and protects the rights of conscience and supreme parental authority in all Religious matters. Within these protective restrictions, it is gratifying to observe the gradual increase of those Christian Observances and Exercises in the Schools, which indicate the growth and extensions of Religious principles and feeling in the Country. But these short and general Exercises are no substitute for that direct and practical Religious Instruction, which it is the duty of Parents and Pastors to provide for their Children, which is the most essential part of their education, and which it is not in the duty of the Common School Master to impart.

2. This Table also shows that the Irish National Text Books are almost universally used in the Schools. For example, the National Readers are used in 3,816 Schools, and various other Readers in only 74 Schools. The National Arithmetic is used in 3,618 Schools, and other Arithmetics are used in only 262. With few exceptions, the great object of having a uniform series of Text Books used in the Schools may be considered as accomplished.



3. The total number of Maps used in the Schools, is 16,317; total number of Schools using Maps, 2,408, increase 5; total number of Globes used in the Schools is 774, increase, 162; Schools using Blackboards, 3,132, increase, 237; etcetera. See Table for other particulars, and Books used in the various subjects of study.

#### VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

The number of Separate Schools reported, is 105, increase, 11. The amount of Legislative Grant apportioned to these Schools is \$7,753, decrease, \$777. The amount of Trustees' local Assessment, or Rate, \$12,931, increase, \$5,859. The amount of local subscriptions, is \$9,867, decrease, \$2,651. The total amount received, \$30,563, increase, \$2,357. Amount paid to Teachers, \$23,003, increase, \$6,271. Amount paid for Maps, Apparatus, and Prizes, \$352, increase, \$57. Amount paid for building and other purposes, \$7,207, decrease, \$3,972. Number of Pupils reported in the Schools, 12,994, increase, 2,069. For other particulars see the Table.

#### VII. TABLE G.—THE GRAMMAR SCHOOLS, THEIR RECEIPTS, EXPENDITURES, PUPILS.

1. *Receipts*.—The amount apportioned from the Legislative Grant, is \$32,117, increase, \$1,735. The amount apportioned for Maps, Apparatus, Prizes, and Libraries, \$685, increase, \$164. The amount received from Fees of Pupils, \$19,541, increase, \$2,164. The amount of Municipal Grants, \$18,128; increase, \$6,573. Amount received from former years' balances and other sources, \$9,828, increase, \$160. Total Receipts for Grammar School purposes, \$80,300,—increase, \$10,799.

2. *Expenditures*.—Amount paid for Masters' Salaries, \$61,564, increase, \$8,624. Amount paid for Apparatus, Prizes, and Libraries, \$1,706, increase, \$178. Amount paid for Building, Rent and Repairs, \$7,930, increase, \$5,062. The amount paid for contingencies, Books, etcetera, \$3,649, decrease, \$676. The total expenditures for Grammar School purposes is \$74,850; increase, \$13,188, balance at the end of the year, \$5,450, decrease, \$2,389.

3. The total number of Grammar Schools in 1859 is 81, increase, 6.

4. *Pupils*.—The total number of Pupils, is 4,381, decrease, 78. The number of Pupils whose Parents reside in the City, Town, or Village, of the Grammar School, is 3,149. The number of Pupils whose Parents reside out of Town, but in the County of the Grammar School, 969. Number of Pupils whose Parents reside out of the County of the Grammar School to which they send their Children, 263. For some other details, see the Table.

#### VIII. TABLE I.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

The number of Pupils in Latin, is 2,219, increase, 495; in Greek, 488, increase, 110; in French, 1,178, increase, 327. The Table shows a very encouraging increase in the higher subjects taught in the Schools.

#### IX. TABLE K.—TEXT BOOKS USED IN THE SCHOOLS.

It appears that the Bible, or Testament, is read in 55 Schools, increase, 5. For the Text Books used, see the Table; from which it appears that there is less uniformity in the Grammars used, than in the Common Schools, although there is an increase in the use of the best Text Books.

#### X. TABLE L.—MASTERS, THEIR SALARIES, SCHOOL HOUSES, MISCELLANEOUS INFORMATION.

1. The total number of Masters employed in the Schools during the year, is 121. The number of Schools in which the Head Master has been changed, 25; the number

appointed under the old Law, 9. The number of Head Masters who have graduated is 50, of whom 29 are graduates of Canadian University Colleges, 16 of English and Scotch Universities, 4 of American Universities, 1 of another University. Twenty teach under the authority of Provincial Certificates.

2. *Religious Persuasion.*—The following is the classification of the Religious belief of the Masters of the Grammar Schools, as reported. Church of England, 44; Presbyterian, 46; Methodist, 9; Baptist, 4; Congregational, 2; Roman Catholic, 1; not stated, 14.

3. *Salaries.*—The Table shows the salary paid to each Master. It appears upon the whole that the average of salaries of Head Masters is \$725; and of Assistant Masters, \$399.

4. *School Houses.*—33 are of Brick, 17 Stone, 30 Frame; the tenure is, 59 freehold, 6 leased, 13 rented, 2 not reported.

5. *Miscellaneous.*—It appears that the daily Exercises of 66 of the Schools are opened and closed with Prayer, increase, 10; 42 are united with Common Schools, 14 being Meteorological Stations; that, in the Schools there are 1,062 Maps and 105 Globes. 80 Schools use Blackboards, 23 have complete sets of Apparatus, and 12 have part sets 16 Magic Lanterns are used.

The number of Pupils prepared for matriculation in University Colleges was 46.

The Report of the Grammar School Inspectors will be found (on pages 91-97 of the Fourteenth Volume of the Documentary History). For the opinions expressed in those Reports the Authors alone are responsible.

#### XI. TABLE M.—NORMAL AND MODEL SCHOOLS.—OPERATIONS OF THE SCHOOLS DURING 1859.

The Model Schools are appendages of the Normal School, they furnishing a School of Practice for the Teachers-in-training in the Normal School, as well as an example for the furnishing, organizing, teaching, and governing of Common Schools. There is a Boys' and Girls' Model School, and the attendance at each is limited to 150 Pupils. They are under the immediate management of Teachers who have been trained in the Normal School, are overseen by the Masters of the Normal School, and are conducted with the greatest efficiency. The Teachers-in-training in the Normal School, being divided into classes, act as Observers and Monitors during a certain number of hours each week in the Model Schools.

The Normal School itself is conducted with unabated, and, I think, with increased zeal and efficiency. There is every reason to congratulate the Country on the existence and operation of so noble an Institution. The difference between this Institution and similar Institutions in neighboring Countries is its professional and practical character. In most Normal Schools, the various subjects of an English education are diligently taught, as such subjects are studied and taught in Text-books; but, in our Normal School, the Master seldom uses a Text-Book in a Class, although the teaching is by Lecture, accompanied by constant Examination and Exercises, and is based upon the Text-Books; and the Students, or Teachers-in-training, are taught, and are themselves exercised in the teaching of those subjects in the Model Schools. Our Normal School, therefore, is a School for the practical training of Teachers to teach all the subjects studied by them in the Normal School, rather than for the mere teaching of subjects which the Students had not at all, or thoroughly, studied before coming to the Normal School.

The year is divided into two Sessions of five months each. The number of Students, or Teachers-in-training, admitted into the Normal School during the first Session of last year, was 183; the number admitted during the second Session, (the standard of qualification for admission having been raised,) 158. Not more than 150 can be taught



to advantage at one time. The object of raising the standard of qualification for admission to the Normal School was to reduce the number attending within manageable limits, as also to elevate and increase the qualifications of the Teachers trained in the School. The number of Teachers to whom Provincial Certificates were awarded, on a lengthened paper examination at the end of the first Session of last year, was 87, at the end of the second Session, 94.

It has been objected to that the number of Normal School Teachers teaching in Upper Canada bears a small proportion to the number taught in the Normal School. This objection has been made in past years, but I have hitherto thought it not worth noticing, as I was satisfied it was founded to a great extent in error, and that a few words of explanation would at any time remove it altogether. I now offer the following remarks in reply to it.

1. The same declaration of the intention to teach, and of attending the Normal School, with a view of becoming better qualified for the profession of a Teacher, is required from every Student admitted to the Normal School,—the same as is required for admission in the Normal Schools in the State of New York and in other States; and, it is believed, Persons change their pursuits more there than here.

2. The teaching and exercises in the Normal School are of such a practical and professional character as to offer the least possible inducements to any to attend except those who are or who purpose to become Teachers.

3. Out of the whole number of 2,804 Students who have been admitted to the Normal School since its establishment, including 715 entries for the second Session by the same Students, 1,468, or more than half of them, had been Teachers before entering the Normal School. This proportion of Teachers attending the Normal School is, I believe, altogether unequalled in any of the neighboring States, and evinces beyond question the prevailing motive of those who seek its advantages.

4. No Normal School Certificates were issued during the first eight Sessions of the Normal School. All the Teachers who were trained during that period, and who have since taught School, have taught under the authority of County Board Certificates; as also have all of those who have attended the Normal School since 1852, but who have not attained Provincial Normal School Certificates, which is the case, on an average, with about one-half of the Students that enter the School. The whole of these classes of Teachers are teaching under the authority of County Board Certificates, and are returned as such. To these must be added those who formerly received Third Class Normal School Certificates, 44 in number, and whose Certificates expired in one year; also, many of the 707 who received Second Class Certificates, 48 of which expired before 1859, and many of the Teachers holding them have gone before the County Boards and obtained First Class County Certificates, such Certificates placing them in the First Class of Teachers in the County, with the additional advantage of having attended the Normal School.

5. The total number of Provincial Normal School Certificates issued, up to December, 1858, was 1,058, out of 2,804 Students who have attended the Normal School, including in this number 715 entries for a second Session by the same Students. Of these 1,058 Certificates, 44 Third Class Certificates and 203 Second Class Certificates expired, or had been renewed before November, 1859, besides the many Teachers holding Second Class Normal School Certificates, who have applied to the County Boards and obtained First Class County Certificates. Besides, 501 of the 1,058 Provincial Certificates have been given to Females, whose obligation to teach does not extend beyond the period of their marriage. It is also to be remarked, that 94 of these Certificates were given in December, 1859, and only 11 of the Students to whom they were granted were available as Teachers during the first half of 1859, leaving 83 not available for any part of that year. The number of Provincial Certificates in force for 1859, without making any allowance for deaths, removals, marriages of Female Teachers, and Teachers holding Second Class Provincial Normal School Certificates who have applied for, and obtained,

First Class County Board Certificates, is 728. Of these, 302 are First Class Provincial Certificates.

6. The only data we have of the number of Teachers under the authority of Normal School Certificates, are the returns of Local Superintendents. These returns, in Table C, state the number to be 389, more than half the number of Provincial Normal School Certificates in force in 1859, without making any reduction from the various causes above mentioned, and without taking into account the large number of Teachers who have attended the Normal School, but who are teaching under the authority of Certificates from County Boards. I think nothing more than these facts is required in answer to the objection referred to.

#### XII. TABLE N.—ONTARIO EDUCATIONAL INSTITUTIONS.—APPROXIMATE INFORMATION.

The information in this Table has been gleaned from different sources, some more and others less recent and full; there being no law in Upper Canada to secure periodical and annual Returns of information to this Department, as in Lower Canada, from any other Institutions than the Grammar and Common Schools. But the information in this Table, though only an approximation to what is to be desired, gives a tolerable idea of what is done in our Colleges and Academies.

#### XIII. TABLE O.—THE FREE PUBLIC LIBRARIES.

This Table presents a statistical view of the Library branch of the Public School System and of the number of Libraries of various kinds throughout the Country. The amount expended for Libraries seems to have reached its lowest point during the depressing year of 1858; and, although the money expended in the purchase of Libraries in 1859 is not large, yet it is in advance of 1858 under every head. The amount expended for free Public Libraries in 1859 was \$5,805, being an increase of nearly one-third, or \$1,822. The number of Libraries established was 47, containing 9,308 Volumes. The whole number of Libraries established is 354. The whole amount expended for their establishment is \$49,518; and the number of Volumes contained in them is 177,586. Very much remains in this branch of the System of Public Instruction to be done; but, it is worthy to remark, that not a month has elapsed during the five years since its establishment, without more, or less, Books having been sent out; as may be seen in statement Number 2, of Table O. The Table shows the kinds of Books selected for the most part by the parties establishing them, and sent out, to have been as follows:—History, 31,100 Volumes; Zoology, 12,680; Natural Phenomena, 5,024; Physical Science, 3,988; Geology and Mineralogy, 1,530; Natural Philosophy, 3,028; Chemistry, 1,273; Agricultural Chemistry, 705; Agriculture, 7,690; Manufacturers, 7,562; Literature, 17,519; Travels, 13,191; Biography, 19,539; Practical Life (Tales and Stories,) 48,528; Teachers' Library, 1,969.

2. The number of Sunday School Libraries, according to the Returns, is 1,684, being an increase during the year of 61. The number of Volumes in these Libraries is 271,507, being an increase of 17,018 Volumes.

3. The number of Public Libraries reported is 334, being an increase of 17. The number of Volumes contained in them is reported to be 118,556, being an increase of 7,917. The number of free Common School Libraries as reported is 354, increase 47. The number of Volumes contained in them, as per report, is 177,586.

#### XIV. TABLE P.—MAPS, GLOBES, AND VARIOUS ARTICLES OF SCHOOL APPARATUS.

1. This Table presents a statistical view of the School Maps and Apparatus branch of the School System, and shows a small increase under the heads of the more important, and most used articles of, School requisites, as Maps, and a small decrease under more expensive and less used articles, such as Globes, etcetera. The amount expended for



these purposes was \$11,905, being an increase of \$94. The number of Maps of the World sent out was 204, increase, 73; of Europe 261, increase, 34; Classical Maps, 173, increase, 30, etcetera.

The whole sum expended for Maps and other articles of School Apparatus, as per the Table P, during the five years of the existence of this branch of the Department, is \$55,809; the whole number of Maps and Charts sent out is 12,014, besides 686 Globes, 85 complete sets of Apparatus, 58 Orreries, 69 Tellurians, and 3,909 other articles of School Apparatus, not including sheets of Object and Tablet Lessons, of which the number is no less than 68,589.

3. There yet remains to be noticed, in connexion with this Table, the number of Volumes applied for and sent out as Prize Books. The number of Volumes is 12,089, being an increase of 4,044 Volumes. This branch of the Department has been in operation only three years. In 1857, there was sent out for Prize Books only 2,557 volumes; in 1858, 8,045; in 1859, 12,089; total, 22,691 volumes.

#### XV. TABLE Q.—SUPERANNUATED COMMON SCHOOL TEACHERS.

The amount of the Parliamentary Grant is \$4,000. The number of worn-out Teachers receiving aid from this fund is 181, an increase of only one over the deaths during the year. The number of Recipients will now begin to decrease, as no new applications will be received, except from those who have subscribed to the Fund since 1854, and their number is small. From the abstract of this Table, it appears that of the 181 worn-out Teachers admitted as Claimants upon the Fund, 21 have died; the average period of service of those who remain is  $21\frac{1}{4}$  years, and their average age in 1859 was 65 years.

#### XVI. TABLE R.—DISTRIBUTION OF THE LEGISLATIVE GRANT, SUMS RAISED AS AN EQUIVALENT THERETO, AND ALSO RAISED BY TRUSTEES, ETCETERA.

This is a Table which has only been given in the Reports of late years. Like the other Tables, it has been compiled by the proper Officers with the utmost care, from the records of the Department, and exhibits the distribution of all moneys granted by the Legislature for both Grammar and Common School purposes, together with the sums raised by Municipalities as equivalents thereto, and other moneys raised from local sources. This Table shows how much each County, (not specifying the Township,) City, Town, and Incorporated Village has received, directly and indirectly, for all School purposes, during the year 1859, from the Legislative School Grant, and how much it has raised as an equivalent in return. It will be seen that there is an aggregate increase under every head except one, and that is in the amount granted and paid in aid of Poor Schools, in which there is a decrease of \$321. This Table shows that the total amount provided by the Legislature for all Grammar and Common School purposes in 1859 was \$224,496, being an increase of \$31,786; that the total amount provided by the people from local sources, was \$1,205,808, being an increase of \$50,104; that the grand total of moneys provided from all sources was \$1,430,304, being an increase of \$81,891 over the sums provided in 1858. For the details I refer to the Table.

#### XVII. TABLE S.—EDUCATIONAL SUMMARY FOR THE YEAR 1859.

This Table presents at one view the number of Educational Institutions of every description, (so far as the Returns of them could be obtained), and the number of Pupils attending them, and the amount expended for their support, in each County in Upper Canada. The total number of Educational Institutions of every description in Upper Canada reported was 4,372, increase, 114; the total amount expended in support of these Institutions, was \$1,389,582; adding balances on hand, the total amount available was \$1,594,807, being an increase of \$83,791. But the total number of

Pupils returned as attending the Common and Grammar Schools, was 305,973, increase, 7,831; and a small decrease of 152 Students and Pupils attending other Institutions, exclusive of the Normal and Model Schools. The aggregate amount available for the support of the Common, Grammar, and Normal Schools, Superannuated Teachers, etcetera, (not including other Educational Institutions), during the year, was \$1,430,304—being an increase of of \$86,013; thus showing a decrease of \$2,222 in the amount expended in the support of other Institutions.

XVIII. TABLE T.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1859 INCLUSIVE.

This brief but most comprehensive and important Table presents a statistical view, (as far as Returns can have been obtained), of all that has been done in connection with every branch, and all the Institutions, of Education in Upper Canada during eighteen years. Returns under all the heads mentioned do not go further back than 1850. Take then a period of ten years, from 1850 to 1859, inclusive, the following are some of the results in reference to Grammar and Common Schools.

1. *Grammar Schools.*—The number of Grammar Schools in 1850, was 57; in 1859 it was 81. The number of Pupils attending the Grammar Schools in 1850, was 2,070; in 1859, it was 4,381, though many hundred were excluded from the Grammar Schools in 1854 by the Regulations which required an Entrance Examination, increased attendance in 1859 over 1850, 2,311. As the present Grammar School Law did not go into operation until 1854, no Returns of the amount provided for the Salaries of Grammar School Masters exist earlier than 1855. The amount provided for the Salaries of Masters in 1855 was \$46,255; the amount provided for the same purpose in 1859 was \$61,564.

2. *Common Schools.*—The number of Common Schools in 1850 was, 3,059; the number in 1859, was 3,953, total increase, 894. The number of Free Schools in 1850 was 252; the number in 1859 was 2,315, total increase in the ten years, 2,063.

3. The whole number of Pupils attending the Common Schools in 1850, was 151,891; the number of pupils attending them in 1859, was 301,592, increase of 1859 over 1850, 149,701.

4. The total amount paid for Salaries of Common School Teachers in 1850, was \$353,716; the amount paid for the same purpose in 1859, was \$859,325, increase of 1859 over 1850, \$505,609.

5. The amount expended for the building and furnishing of School-houses, Libraries, Apparatus, etcetera, in 1850, was \$56,756; the amount expended for these purposes in 1859, was \$250,721, increase of 1859 over 1850, was \$193,965.

6. The total amount expended for all the Common School purposes in 1850, was \$410,472; the total amount expended for these purposes in 1859 was \$1,110,046, the increase of 1859 over 1850, \$699,574.

7. Two remarks may be made in reference to the foregoing Statistics and others contained in the Table referred to. The first remark is, that little more than one-tenth of the sums of money mentioned have been provided by the Legislature from Endowments and Grants. The Legislature imposes no tax for any educational purpose. All the rest of the large sums mentioned are provided by voluntary local taxation, and other exertions in each Municipality.

The second remark is, that the above Statements refer entirely to amounts of money provided and expended for School purposes, and the number of Pupils attending the Schools, not taking into account at all the improvements which have been effected in the School-houses and their Furniture, in the character and qualifications of School Teachers, in the Text-books, Apparatus, Discipline, and Teaching of the Schools, the establishment of School Libraries, and other agencies and facilities for the diffusion of useful knowledge.



### XIX. EXTRACTS FROM THE REMARKS ACCOMPANYING THE STATISTICAL REPORTS OF LOCAL SUPERINTENDENTS AND BOARDS OF SCHOOL TRUSTEES.

In each of my preceding Reports I have given copious extracts from the remarks accompanying these local reports, as furnishing a practical and varied exposition of the actual working of the School System, and presenting a life-like picture of the feelings and doings of the people themselves, in their efforts to educate their Children. I had prepared and got transcribed for the press extracts from 167 of these local Reports as an Appendix to my present Annual Report, when I received an intimation that it was the wish of the Printing Committee of the Legislative Assembly that I would omit the extracts from the local Reports and all other documents and papers in the Appendix not essential to the exhibition of the general results of the operations of the School System, as it was the desire of the Legislature to reduce the expenses of printing as much as possible. Under these circumstances, I felt myself reluctantly compelled to omit all extracts of the kind referred to, and several other Documents and Papers which I had intended to insert in the Appendix to this Report. It has been thought that, as the School System has now become firmly established and generally understood, such extracts and returns of Townships, as well as Counties, once in five years, limiting, the intervening four Annual Reports, (like the present), to returns for the Counties, Cities and Towns, would be most economical and satisfactory. The Report for 1860, (the next Report) will be the third of the quintennial Reports, and will be as comprehensive and complete in its details and expositions as possible.

### XX. THE MODEL GRAMMAR SCHOOL.

The Model Grammar School is intended to accomplish the same objects in regard to the Grammar School instruction of the Country, that the Normal and Model Schools are intended to accomplish in regard to Common School instruction, to improve the Furniture, Organization, Discipline and Teaching of the Schools by presenting a proper model, and to train Masters for their important and noble work. Up to the present time no Normal Class has been established in the Model Grammar School. This will probably be done at the beginning of the year. But, as a model, it has fully met our expectations, and has already exerted a salutary influence upon many Grammar Schools, the Masters of which have paid visits, and in some instances, visits of many days, to the Model Grammar School, and have applied the results of their observations and inquiries to the improvement of their own Schools. The intermediate Schools of the Country,—the Schools intervening between the Common Schools and Colleges,—require the special aid of the Legislature to provide for their proper accommodation and support, and special attention for the improvement of the Organization, Discipline and Modes of teaching in many of them. The Model Grammar School furnishes a standard example for that purpose, while it will, I think, soon be able to accomplish all the purposes of a Normal School for the training of Teachers for the County Grammar Schools.

### XXI. THE EDUCATIONAL MUSEUM,

Nothing is more important than that an Establishment designed especially to be the Institution of the People at large—to provide for them Teachers, Apparatus, Libraries, and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been so established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agency of an Educational Museum, for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, has been

rendered as attractive and complete as the limited means provided would permit. Such are the objects of our Educational Museum.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the people. It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, Casts of Antique and Modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the Great Masters of the Dutch, Flemish, Spanish, and especially of the Italian Schools of Painting. These objects of Art are labelled, for the information of those who are not familiar with the originals, but a Descriptive Historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, “that the object of a National Gallery is to improve the Public taste, and to afford a more refined description of enjoyment to the mass of the people;” and the opinion is, at the same time, strongly expressed that as, “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desirable, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and Appliances, and to promote Arts, Science, and Literature by means of Models, Objects and Publications, collected in a Museum in connection with this Department.\*

The more extensive Educational Museum at South Kensington, London, established at a great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it imparts instruction to hundreds in Drawing, Painting, Modelling, etcetera. A large portion of the contents of our Museum has been procured with a view to the School of Art and Design, which has not yet been established, although the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although considerable in numbers before; many have repeated their visits again and again; and, I believe, the influence of the Museum quite corresponds with what is said of the Educational Museum in London.

## XXII. GENERAL REMARKS.

### *1. Comparison of our School Statistics with those of the State of New York.*

Having presented a statistical view of the state and progress of our School System in its various branches, it will enable the Reader of this Report to form a more accurate estimate of the doings of our people and the advancement of the Schools, and the character of our School Law, if I present a comparison in these respects between Upper Canada and the State of New York, where the Country is much older and more wealthy, and the School System much longer established. That State has also been

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\*This Museum would have been more attractive had not so many interesting articles in it been gratuitously distributed in 1881 to the various Public Institutions in the Province. See Appendix to the XIIth Chapter of the Twelfth Volume of the Documentary History.



long famed for its Common School System, and was the source whence many of the provisions of our School Laws have heretofore been borrowed.

The population of New York is a little more than three times that of Upper Canada. Our population, according to the last Census of 1852, was 952,004; the population of New York State, according to its last census, taken in 1850, was 3,097,394. Assuming, therefore, that the population in each Country has advanced in the same ratio, (although I think it has been greater in the State of New York), our population must be considerably less than one-third that of the State of New York. But, assuming that the population of the State of New York is no more than three times that of Upper Canada, our School Statistics should be one-third of their's, in order to be equal to them in proportion to population. I have lying before me the last Report of the New York State Superintendent of Public Instruction,—extending from the 30th September, 1858, to the 30th September, 1859,—only three months earlier than the period of my present Report.

1. The average time of keeping open the Schools in the State of New York in 1859, was seven and two-third months; the average time of keeping open the School in Upper Canada for the same year was 10 months.

2. In the State of New York the number of Pupils in the Common Schools in 1859, was 851,533; the number of Pupils attending the Common Schools in Upper Canada, for the same year, was 301,592,—being more in proportion to the population than in the State of New York.

3. The sum paid for the Salaries of Teachers in the State of New York in 1859, was \$2,443,184; the sum expended in Upper Canada for the same purpose, for the same year, was \$859,325, more than one-third that of the State of New York.

4. The amount expended for School Houses, Repairs, etcetera, in the State of New York, in 1859, was \$742,292; the amount expended for the same purpose in Upper Canada, the same year, was \$250,725—more than one-third that of the State of New York.

5. But in regard to School Libraries and School Apparatus, the expenditures in the State of New York are in advance of those in Upper Canada. For School Libraries, the expenditure in the State of New York was, in Cities, \$9,583; in rural districts, \$28,778—total, \$38,261. The amount expended for School Libraries in both Town and Country in Upper Canada was \$5,805—not quite one-sixth that of the State of New York. Since writing the above I find that nothing has been provided from local sources for Libraries in the State of New York,—that by the law of that State the “sum of \$55,000 is distributed annually to the several School Districts of the State for the purchase of Books for District Libraries.” Such has been the system of Libraries established there, and such the mode of distributing the Library Fund, that, (as the Report states), “from 1,604,210 Volumes reported in 1853, they had fallen in number to 1,360,507 in October, 1859—a decrease of 243,703 volumes, notwithstanding the annual State expenditure to sustain the Libraries.\* The State Superintendent goes on to remark as follows:—

“The value of the property involved, as well as the annual division of a large sum to a purpose conceded to be productive of little beneficial effect, recommend this subject to the attention of the Legislature. Should it be deemed expedient to authorize the Superintendent of Public Instruction, out of the Library money, to furnish each District with a properly adjusted School Register, it would secure greater practical benefit than is now attained from the whole annual expenditure for Library purposes.”

These facts and remarks are very extraordinary and much to be regretted. The whole error and failure has originated in a wrong method of establishing Libraries, and of apportioning the money provided for that purpose. In Upper Canada a properly

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\*The failure of the New York State System of Libraries is referred to at length on pages 292 and 313 of the Thirteenth Volume of the Documentary History.

adjusted School Register is, and has been for some years, provided for each School, and Library money is only apportioned as applied for, and on consideration of an equal contribution being made from local sources, and for Books mentioned in a carefully selected Catalogue.

For School Apparatus, the expenditures in the State of New York were, in Cities, \$111,118; the rural Districts, \$6,846; the expenditures in Upper Canada for School Apparatus, in both Town and Country, \$11,905—about one-tenth that of the State of New York in the aggregate, but clearly in advance of that State in rural Districts.

6. The expenditures for all Common School purposes in the State of New York, in 1859, were \$3,323,803; the expenditures in Upper Canada for all Common School purposes were \$1,110,046—still a little more than one-third that of the State of New York, notwithstanding the large number of populous and wealthy Cities in that State.

7. The New York State Superintendent gives a Table showing the number of Pupils in attendance at the Common Schools from 1849 to 1859, and remarks: "It will be seen from the Table above given that the attendance of Pupils during the last year, (1859), was 92,702 more than it was ten years ago." The number of Pupils in attendance at our Common Schools in 1849 was 138,465; the attendance in 1859 was 301,592. The attendance of Pupils in our Common Schools in 1859 was 163,127 more than it was ten years ago.

8. The New York State Superintendent states the population of School age, or number of persons between the ages of 4 and 21 years, to be, in the Cities, 378,054, while only 250,908 are reported as attending the Common Schools; but as the reports in regard to the number of Private Schools and the Pupils attending them in Cities are defective, no estimate or conjecture is given as to the number not attending any School. In regard to the rural Districts, the Superintendent remarks: "Assuming the correctness of the enumeration and report of attendance at School in rural Districts, it appears that of the 894,432 persons of School age reported, 600,625 attended School during the last year for a longer, or shorter, period." The number of Pupils in attendance upon "the Academies of the State," (none of which are established by the State, but nearly all are Denominational, although receiving aid from the State), "during the last reported year was over 36,000. If we assume the Private Schools, outside of the Cities, to have taught 50,000, it would leave about 200,000 persons between the ages of 4 and 21, in rural Districts, not in attendance at Schools." In Upper Canada the reported Population of School age was 362,085; the reported attendance of the Common Schools was 301,592, leaving 60,493 as not reported in attendance at any Common School; but this number includes the 4,381 Grammar School Pupils, and many others who may be, and doubtless are, attending Private Schools, of which no complete Returns have been made. The whole number of children in Upper Canada reported as not attending any School whatever, in 1859, was 46,803. Yet such non-attendance at School, mitigate it as we may, and although far less in proportion than that of the State of New York, is painful and startling, and ought to prompt to exertion until the attendance at the Schools shall reasonably equal the School population.\*

9. Another point of comparison between the state and progress of the School Systems in the State of New York and in Upper Canada may be noted in the accuracy and completeness of the School Returns. Each of our Schools being provided with a proper Register, on the Semi-annual Returns of the daily and average attendance of Pupils depend the Semi-annual Apportionment and payment of the School Fund, and the false keeping of which is followed by punishment, and the non-keeping of these Registers involves the loss of the School Fund to the School Section, we have the best guarantee for the accuracy and completeness of Trustees' School Returns, as we have for the substantial correctness of other local Returns,—the form of which is furnished by the

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\*The subject of non-attendance at the Schools was brought before the Grand Juries of Toronto during this and last year. See Chapter 1, pages 1-7 of the Fifteenth Volume of the Documentary History.



Department to every local School Superintendent for distribution to the Schools. The Accounts and Returns which Trustees have to make to their constituents at the Annual Meetings, and to the Local Superintendent, as a means of getting the School money apportioned and paid to their order, and the Returns required from Local Superintendents and Municipal Clerks, as the basis and conditions of apportioning and paying School money to their Municipality by the Education Department, ensure correctness in keeping these Accounts, and accuracy in making the necessary Returns. . . .

10. Another point of comparison relates to the principle of distributing School moneys to the several School districts or Sections. In New York it is distributed according to the number of residents of School age, (a principle of distribution which some parties would wish to restore in Canada); with us the School money is apportioned to the Schools in Counties and Townships, Cities and Towns, according to average attendance of each half-year,—including both the length of time and the daily attendance during each half-year. This is the chief reason why our Schools are kept open ten months on an average, while in the State of New York they are kept open but eight months of the year; and this is a chief reason also of the larger, as well as more regular, attendance at our Schools in the rural Districts, as the principle does not apply to each School separately in Cities and Towns, (all the Schools in each City, or Town, being under the management of one Board of School Trustees), as it does to each School in the Townships. The following remarks of the New York State Superintendent on this important subject attest the superiority of the method adopted in Upper Canada for the distribution of the School Fund, and are calculated to remove any objections which may be entertained by some persons against it:

“Two-thirds of the Public Money is now distributed to the Districts, not according to the number of Schools therein, or of the Children in attendance thereupon, but according to the number of Persons between the years of 4 and 21 resident in each District. Hence it not unfrequently happens that those that are densely populated draw an amount adequate to the entire support of the School; whilst only a very limited portion of the persons enumerated are found to avail themselves of the educational privileges offered. The number attending School is a matter of perfect indifference to the inhabitants. Their portion of the money is neither increased nor diminished by the attendance of Scholars; and if a six months' School is maintained, the requisition to entitle them to participation is secured, and they are thereby sheltered from additional taxation. On the other hand, Districts of a purely rural character, with comparatively few Children, are subjected to the same general expense in maintaining a School for six months whilst their receipt of public money is limited by the paucity of Children within the District. The Returns to this Department exhibit many instances in which Village Districts, with from 150 to 200 enumerated persons, show an attendance of only from 30 to 50 Scholars; whilst many Country Districts, with but from 75 to 80 Children, show an average attendance of quite as many Scholars as their more populous neighbours. Yet, in the former case, the amount of public money is, under the present mode of distribution, double that received by the latter. This is not only obviously unjust in itself, but it tends to foster a spirit of indifference as to the extent to which educational advantages are improved by those for whose benefit they are designed. If ample provision is made for the education of all the children in the State at the Public Schools, and then only a fraction of those Children attend, it follows that a considerable portion of the expenditure, if not absolutely lost, furnishes a very inadequate return. Whatever measure, therefore, shall be calculated to secure the full attendance of those entitled to participate in the benefits of the Common Schools, and to promote regularity in that attendance, must be of essential benefit to the educational progress of the rising generation. The present mode of distributing the School moneys has no such tendency. However few the Scholars, or irregular the attendance, if a six months' School is maintained, each District draws its money,—not in accordance with the educational spirit

it manifests, or the benefits it bestows,—but in proportion to the actual number of persons of School age residing within its borders. I submit, therefore, to the judgment of the Legislature, whether the basis of distribution of two-thirds of the public money within the Counties should not be made with reference to the average aggregate attendance upon the Schools during the first six months of the School year.

“The inevitable result of such a course would be to make the inhabitants of each District directly interested in the largest practicable attendance upon the Schools. The greater the number of Scholars, the greater would be the amount of money received; every Parent would be more likely to send his Children to School, when, in effect, he receives a compensation for each day's attendance—and that attendance will be more regular when he feels that every day's absence diminishes the amount bestowed, and increases the necessary taxation for the support of the School.”

11. The character of School Legislation and the state of the School Laws in the two Countries are also worthy of remark. After the most extensive and laborious examination, the provisions of our School Laws were carefully framed, and the foundations of our School System laid; and they have remained unchanged,—defects only having been supplied and new provisions added as new wants were created or felt. In the State of New York a different system has been adopted every few years; theory has succeeded theory in Legislation, and School Acts have been multiplied into quite a large Volume, called a “Code of Public Instruction.” In Upper Canada the inviolability of the School Law, from the general experience of its simplicity and efficiency, is an almost universal sentiment. . . .

## 2. *Official Visits to the Several Counties in Upper Canada.*

During the year I have, for the third time, made an Official Visit to each County of Upper Canada, and held in each County a Convention, consisting of the Municipal Councillors, Local Superintendents, Clergy, Trustees, Teachers, and others who choose to attend, in order to consult on the workings of the School System, and the best means to render it still more efficient. I could not but be gratified and thankful at the manner in which I was everywhere received, and at the spirit of unity and cordiality and energy evinced in support of the School System and the extension of its advantages. The progress which had been made in the views and doings of the people since my previous visit in 1852-3 was very remarkable. The results of our free and various consultations in regard to remedying defects in certain details of the Common and Grammar School Laws have been submitted to the consideration of the Government and Legislature. The amended Common School Act remedies all the more serious inconveniences which have been experienced in many places in regard to School Electors, School Meetings, School Arbitrations, and accounting for School Moneys.

A very general feeling was expressed in favour of a Free School Law throughout Upper Canada; but after all the information I received, and the best consideration I could give to the subject, I thought that, with the provisions of the new short Act, defining the qualifications of School Electors, and providing better for conducting the proceedings of School Meetings, the mode of supporting the Schools had better still be left to the decision of the Rate-payers in each Municipality, as the Law has, from the beginning, provided.

The general desire to have some more effective legal provisions to secure the advantages of the Schools to Vagrant Children, especially in Cities and Towns, was embodied by me in certain proposed clauses of a Bill which has not yet received the sanction of Law. I trust this subject will receive attention at the ensuing Session of the Legislature, when the provisions requisite for the efficiency of the Grammar School Law shall also be taken into consideration.

Nothing appeared to give more satisfaction to the various County Meetings than the fact that all our Text-books for the Common Schools, and the greater part of our



School Maps and Apparatus, are produced in the Country, instead of being imported from abroad.

Nor do I think we could have adopted a better system for Libraries than that which was introduced in 1855, by the sanction of the Government, after my previous visit to the several Counties of Upper Canada, and public consultations in each County on the subject. In a large Volume recently published by Mr. William J. Rees, first Clerk in the Smithsonian Institution at Washington, and entitled, *Manual of American Libraries*, the Author sums up the whole in the following words:—

“The aggregate number of Volumes in the Common School in the United States is about two millions, and in Canada nearly a quarter of a million. The system introduced under the energetic and judicious measures proposed by Doctor Ryerson in Upper Canada deserves special mention. It appears to be the opinion of some, who have given special attention to this subject, that the System of School Libraries in Canada is in advance of any in the United States.”

In my Report for 1857 I compared the working and results of our School System with those of the School Systems of Great Britain and Ireland. The short comparison instituted in this Report between the results of our School System and those of the State of New York is, I think, not less honourable to our Country, and fully justifies the support which it has received from successive Governments and Parliaments,—sustained as it is by the voluntary co-operation of the people in their several Municipalities, teaching the principles and practice of self-reliance and self-government, developing the spirit of true liberty in harmony with the maintenance and execution of just law, and promoting sound knowledge in connection with the Christian civilization throughout the land.

TORONTO, July, 1860.

EGERTON RYERSON.

## THE CHIEF SUPERINTENDENT'S ANNUAL REPORT FOR THE YEAR 1860.

*To His Excellency the Right Honourable Sir Edmund Walker Head, Baronet, Governor-General of Canada, Etcetera.*

MAY IT PLEASE YOUR EXCELLENCY:

As required by the law, I herewith present my Report on the condition of the Normal, Model, Grammar and Common Schools of Upper Canada for the year 1860. The depression arising from two years' failures of the productions of husbandry, and commercial disasters, deeply affected this, as well as the preceding year; yet the total amount of receipts for Common School purposes in Upper Canada was \$1,324,272, being an increase of \$14,452 over the aggregate receipts of the year 1859; and the aggregate receipts of that year were \$65,331 in advance of those of the preceding year. The whole number of Pupils attending the Common Schools in 1860 was 315,812, being an increase of 14,229 over the aggregate attendance of the previous year. The progress of the Schools may be inferred from the following summary references to the Statistical Tables:

### I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

1. The amount paid by this Department from the Legislative Grant for Salaries of Teachers was \$151,518; being a decrease of \$508.

2. The amount apportioned for the purchase of Maps, Apparatus, Prize and Library Books, was \$9,962; being an increase of \$3,102.

3. The amount levied by County Municipal Assessment was \$281,760; being a decrease of \$7,190. The amount actually received from this Assessment was \$278,693.

4. The amount of School Trustees Assessment was \$556,682; being an increase of \$20,978.

5. The amount of Rate-bill Fees imposed on Pupils attending the Schools was \$19,508; a decrease of \$9,350.

6. The amount received by Trustees from the Clergy Reserve or Municipalities Fund and various other sources was \$106,738; increase, \$30,431. This large increase, in connection with the decrease in the County Municipal Assessment, appears to show that the Municipalities have aided the School Sections from this Clergy Reserve moneys in their hands, in preference to levying special Rates.

7. The amount received from last year's balances was \$129,169; decrease of \$18,943.

8. The total Receipts for Common School purposes in Upper Canada for 1860 were \$1,324,272; being an increase of \$14,452 over the aggregate Receipts of last year.

9. The amount expended for the Salaries of Teachers during the year was \$895,590; increase, \$36,265.

10. The amount expended for Maps, Apparatus, Prize and Library Books, was \$25,390; increase, \$7,933.

11. The amount expended for the purchase of School Sites and the erection of School Houses was \$113,607; decrease, \$1,030. In many instances free grants of School Sites were made.

12. The amount expended for the Rent and Repairs of School Houses was \$33,422; increase, \$671.

13. The amount expended for School Books and Stationery was \$91,762; increase, \$5,887.

14. The total Expenditure on behalf of Common Schools for 1860 was \$1,159,773; being an increase of \$49,727.

## II. TABLE B.—SCHOOL POPULATION—PUPILS ATTENDING THE COMMON SCHOOLS.

The law secures to all Persons, from 5 to 21 years of age, the right of attending the Common Schools, although, by an Act previously passed and still unrepealed, the legal returns of School population include only Children between the ages of 5 to 21 years.

1. The School Population, (including only the Children from 5 to 16 years of age), amounts, according to the Returns, to 373,589; an increase of 11,504 over 1859.

2. The number of Pupils attending the Schools, from 5 to 16 years of age, is 295,680; being an increase of 16,190. The number of Children of other ages attending the Schools is 20,132; decrease, 1,970. The whole number of Pupils attending the Schools is 315,812; being an increase of 14,220.

3. The number of Boys attending the Schools is 172,104; increase, 6,416. The number of Girls attending the Schools is 143,708; increase, 8,804. A larger number of Girls than Boys attend the private Schools, especially in Cities, Towns and Villages. The number of indigent Pupils attending Schools is 6,053; decrease, 113.

The same table shows the number of Pupils in each of the various subjects taught in the Schools, and exhibits, as in each previous year, a gratifying increase of Pupils studying the higher subjects.

## III. TABLE C.—COMMON SCHOOL TEACHERS—THEIR RELIGIOUS PERSUASIONS, RANK AND SALARIES.

The whole number of Teachers employed during the year was 4,281; increase, 46. The number of male Teachers employed was 3,100; decrease, 15. The number of female Teachers employed was 1,181; increase, 61.

2. *The Religious Persuasions of Teachers.*—The number of Members of the Church of England is 745—decrease, 2; of the Church of Rome, 462—increase, 2; Presbyterians of different kinds, 1,238—increase, 42; Methodists of various kinds, 1,249—increase, 13; Baptists, 227—increase, 2; Congregationalists, 90—increase, 3.



3. *Certificates.*—As to the rank of Teachers, it appears from the Table that there are 1,141 Teachers holding First Class Certificates—Increase, 126; those holding Second Class Certificates, 2,280—decrease, 49; those holding Third Class Certificates, 714—decrease, 54.

4. *Teachers' Salaries.*—The lowest salary paid to any male Teacher, is \$96, and the highest salary is \$1,300. The average salary of male Teachers, with Board, is \$188—Increase, \$2. The average salary of Male Teachers, without Board, is \$457—Increase, \$1. The average salary of female Teachers, with Board, is \$124—Increase, \$1; without Board, \$242—decrease, \$3.

#### IV. TABLE D.—SCHOOLS, SCHOOL HOUSES, SCHOOL VISITS, SCHOOL LECTURES. TIME OF KEEPING THE SCHOOLS OPEN.

1. The whole number of School Sections in Upper Canada is 4,134; increase, 45. The whole number of Schools reported as open is 3,969; increase, 51. The number of School Sections in which there are no Schools open, or from which no reports are received, is 165; decrease, 6.

2. The number of Free Schools is 2,602; increase, 285. The number of Schools reported as partly Free, 1,278; decrease, 185. The number of Schools in which a Rate-bill of twenty-five cents, or less, per month is charged to each Pupil, is 89; decrease, 49. As remarked last year, those Returns show the gradual and rapid advance of Free Schools, the establishment of them being the annual voluntary act of the Rate-payers in each School division.

3. The total number of School Houses reported is 3,996—Increase, 52. Of these, 412 are Brick—Increase, 44; Stone, 314—Increase, 1; Frame, 1,511—decrease, 1; Log, 1,662—decrease, 7; not reported, 97. Of these 3,267 were freehold, 451 leased, 162 rented, 116 not reported.

4. The number of School Houses built during the year is 154; increase, 8 over the number built in 1859. Of these, 32 were built of Brick, 6 Stone, 75 Frame, 39 of Logs, and 2 not reported.

5. The whole number of official School Visits reported is 64,807—Increase, 1,624. By Local Superintendents, 8,849—Increase, 110; by Clergymen, 5,967—Increase, 341; by Municipal Councillors, 1,944—decrease, 51; by Magistrates, 2,226—Increase, 35; by Judges and Members of Parliament, 319—decrease, 215; by Trustees, 20,325—decrease, 155; by other Persons, 25,177—Increase, 1,559.

6. The number of School Examinations reported is 7,096—Increase, 240. The number of Schools in which Prizes were distributed for the encouragement of deserving Pupils is 842—Increase, 132. The number of Books distributed as Prizes is 20,194—Increase, 8,105.

7. The whole number of School Lectures delivered is 3,194—Increase, 90. By Local Superintendents, 2,767—Increase, 380; by other persons, 427—decrease, 290.

8. The average length of time the Schools are kept open is ten months and eighteen days—Increase, four days.

#### V. TABLE E.—RELIGIOUS EXERCISES, BIBLE, TEXT BOOKS—APPARATUS USED IN THE SCHOOLS.

1. It appears that out of 3,969 Schools reported, the daily exercises of 2,226 are opened and closed with Prayer—an increase of 167; and the Bible, or New Testament, is used in 2,758—being an increase of 71.

2. The National series of Text-books is almost universally used in the Schools, the National Readers being used in 3,843 Schools, and various Readers in only 78. The National Arithmetic is used in 3,420 Schools—a decrease of 198, as this Book is giving way to Sangster's National Arithmetic, and is used in 321 Schools, as it is better adapted to our currency; other Arithmetics are used in only 192 Schools,—a decrease of 70.

The total number of Maps used in the Schools is 18,205—increase, 1,888; total number of Schools using Maps, 2,610—increase, 202. The total number of Globes used in the Schools is 855; increase, 81. Schools using Blackboards, 3,312; increase, 180.

#### VI. TABLE F.—ROMAN CATHOLIC SCHOOLS.

The number of Separate Schools reported is 115; increase, 10. The amount of Legislative Grant apportioned to the Schools is \$7,419. The amount of Trustees' local Assessment, or Rate, is \$14,305; increase, \$1,374. The amount of local subscriptions and receipts from other sources, \$9,408; decrease, \$458. The total amount received, \$31,860, (including Legislative Grant for previous years, paid in 1860); increase, \$796. Amount paid to Teachers, \$23,205—increase, \$202; amount paid for Maps, Apparatus and Prizes, \$222—decrease, \$129; amount paid for Building and other purchases, \$7,931—increase, \$724. Number of Pupils reported in the Schools, 14,708—increase, 1,714.

#### VII. TABLE G.—RECEIPTS AND EXPENDITURES OF THE GRAMMAR SCHOOLS; PUPILS, FEES.

1. *Receipts*.—The sum paid from the Legislative Grant for Salaries is \$33,172; increase, \$1,055. The amount of the Legislative Apportionment for Maps, Apparatus, Prize and Library Books, \$792; increase, \$106. The amount received from Fees of Pupils, \$20,316; increase, \$775. The amount of Municipal Grant, \$13,735; decrease, \$4,392. In reference to this decrease it should, however, be observed that the Trustees of five of the Grammar Schools have not sent in their Accounts, so that the actual amount of the Municipal Grants is probably much greater than the total reported. The amount reported as received from last year's balances and other sources is \$12,262; increase, \$2,433.

Total receipts for Grammar School purposes, as far as reported, \$80,279; decrease, \$21.

2. *Expenditure*.—Amount paid for Masters' Salaries, \$64,005; increase, \$24.41. Amount paid for Apparatus, Prizes and Libraries, \$1,866; increase, \$159. Amount paid for Building, Rents and Repairs, \$6,037; decrease, \$1,893. The amount paid for Contingencies, Books, etcetera, \$5,647; increase, \$1,998. The total Expenditure for Grammar School purposes is \$75,566; increase, \$2,605.

3. The total number of Grammar Schools is 88; increase, 7.

4. *Pupils*.—The total number of Pupils is 4,546; increase, 165. The number of Pupils whose Parents reside in the City, Town, or Village of the Grammar School is 3,274; increase, 125. The number of Pupils whose Parents reside out of the Town, City, or Village, but in the County of the Grammar School, 995—increase, 26. Number of Pupils whose Parents reside out of the County of the Grammar School, to which they send their Children, 277; increase, 14. The number of Pupils reported as in Grammar School subjects, 4,124; increase, 17. Number of new Pupils admitted during 1860, 1,761; increase, 192. Of these 1,547 had passed the required Entrance Examination; increase, 62. Number of Boys, formerly attending Common School, who were admitted free by Scholarships, 143; increase, 57.

5. *Fees*.—It appears that six of the Grammar Schools are entirely free; eight are free to resident Pupils, and the remainder charge from 75 cents up to \$9 per quarter.

#### VIII. TABLE I.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF GRAMMAR SCHOOL INSTRUCTION.

The number of Pupils in English is 4,406; increase, 225. In Latin, 2,385; increase, 166. In Greek, 558; increase, 70. In French, 1,246; increase, 68. In Arithmetic, 4,290; increase, 140. In Algebra, 1,973; increase, 141. In Euclid, 1,549; increase, 29. In



Geography, 4,072; increase, 167. In History, 3,588; increase, 155. In Physical Science, 2,960; increase, 565. In Writing, 3,989; increase, 23.

#### IX. TABLE K.—TEXT-BOOKS USED IN THE SCHOOLS.

It appears that the Bible, or Testament, is read in 60 Schools; increase, 5. As noticed last year, there is an increase in the use of the Best Text-Books, which are named in the Table, together with the several Schools using them. Sangster's Arithmetic, which was only published last year, was at once introduced into 43 Grammar Schools, (nearly half of the whole number), and is rapidly displacing other Books less suited to the Country.

#### X. TABLE L.—MASTERS—THEIR SALARIES, SCHOOL HOUSES, MISCELLANEOUS INFORMATION.

1. The total number of Masters employed in the Grammar Schools during the year is 127. The number of Head Masters appointed during 1860 is 30. The number appointed under the old law, 6; decrease, 3. The number of Head Masters who are Graduates is 59; increase, 9; of these 38 were educated at Provincial Universities, 16 at English, Irish, or Scotch Universities, 4 at American Universities, and 1 at Giessen; 23 teach under the authority of Provincial Certificates.

2. *Religious Persuasions.*—The following is a classification of the Religious Denominations to which the Grammar School Masters belong, as far as reported; Church of England, 48; Presbyterians, 38; Methodists, 13; Baptists, 1; Congregationalists, 2; reported as Protestants, 4; Roman Catholic, 1.

3. *Salaries.*—The Table shows the salary paid to each Master, so far as reported. It appears that the average salary of the Head Masters is \$709, and of Assistant Masters, \$383. The highest salary paid was \$1,400.

4. *School Houses.*—Thirty-eight are of Brick, 19 of Stone, 29 of Frame, and 1 of Concrete; 69 freehold, 2 leased, and 15 rented.

5. *Miscellaneous.*—It appears that the daily exercises of 64 of the Schools are opened and closed with Prayer—decrease, 2; 52 are united with Common Schools—increase, 10; 15 are Meteorological Stations—increase, 1; that in the Schools there are 1,345 Maps—increase, 283; and 108 Globes—increase, 3; 83 Schools use Blackboards—increase, 3; 20 have complete sets of Apparatus, and 13 have part sets; 6 Schools have established local Museums of Natural History, Botany, etcetera. The Magic Lantern, or Microscope, is used in 15 Schools; 81 Schools observe the General Regulations; 584 Pupils were rewarded with Prizes at the Examinations; 53 Pupils were matriculated at the various Universities during 1860, 25 of whom obtained Honours, or Scholarships, at such Examinations; 41 Pupils passed the Law Society Examinations, and 9 the Surveyors' Examination. The number of Pupils passing these Examinations is probably much understated, the Board of Trustees not always being informed of the progress of the Pupils after leaving School.

#### XI. TABLE M.—OPERATIONS OF THE NORMAL AND MODEL SCHOOLS DURING 1860.

The year of the Normal School is divided into two Sessions of five months each. The number of Students, or Teachers-in-training, admitted into the Normal School during the first Sessions of last year was 158; the number admitted during the second Session, 132. The number of Teachers to whom Certificates were awarded, on a lengthened paper Examination, at the end of the first Session, was 96; at the end of the second Session, 90.

## XII. TABLE N.—APPROXIMATE INFORMATION OF OTHER EDUCATIONAL INSTITUTIONS.

The information in this Table has been gleaned from different sources, some more and others less recent and full, there being no law in Upper Canada to secure periodical and annual Returns of information to this Department, as in Lower Canada, from any other Institutions than the Grammar and Common School. But the information in this Table, although only an approximation to what is to be desired, gives a tolerably correct idea of what is being done in our Colleges and Academies.\*

## XIII. TABLE O.—THE FREE PUBLIC LIBRARIES.

The amount expended for free Public Libraries in 1860 was \$5,289, being \$516 less than in 1859. The number of Libraries established was 57, and the number of Volumes sent to these and to Libraries established in previous years was 9,072. The whole number of Libraries established is 411. The whole amount expended for the establishment is \$99,807, and the number of Volumes contained in them is 186,658.

2. The number of Sunday School Libraries, according to the returns, is 1,756; increase, 72. The number of Volumes in those Libraries is 278,648; increase, 1,741.

3. The number of other Public Libraries reported is 347; increase, 13. The number of Volumes contained in them is reported to be 157,805; increase, 39,249. This large increase arises from a more full report being received of the Libraries attached to various public Institutions in Toronto, and from which it appears that there are about 34,400 more Volumes in the City Libraries than were reported for 1859.

The total number of School and Public Libraries in Upper Canada is reported as 2,514, and the number of Volumes 623,111.

## XIV. TABLE P.—MAPS, GLOBES, AND VARIOUS ARTICLES OF SCHOOL APPARATUS; PRIZE BOOKS.

The amount expended for these purposes was \$16,832—increase, \$4,927. The number of Maps of the World sent out was 218—increase, 14; of Europe, 324—increase, 63; of Asia, 260—increase, 36; of Africa, 259—increase, 70; of America, 280—increase, 28; of Canada, 296—increase, 73; of Great Britain and Ireland, 401—increase, 138; of the Hemispheres, 219—increase, 87— of Classical and Scripture Maps, 167—decrease, 6; other Maps and Charts, 339—increase, 55.

The number of Globes sent out from the Educational Depository was 188,—increase 53; other School Apparatus, (different pieces,) 1,946,—increase, 763; number of Sheets of Object Lessons, 12,746.—increase, 3,328; number of Volumes of Prize Books, 20,194,—increase, 8,105.

## XV. TABLE Q.—SUPERANNUATED COMMON SCHOOL TEACHERS.

The number of worn-out Teachers who received aid in 1860 was 150. Of the 181 Teachers whose application for aid had been granted, 25 have died, 3 were not heard from in reply to Letters, 2 resumed teaching, and 1 withdrew from the Fund. The average period of service of the remaining 150 is  $21\frac{1}{2}$  years, and their average age in 1860 was  $66\frac{1}{2}$  years.

## XVI. TABLE R.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, WITH OTHER MONEYS RAISED BY SCHOOL TRUSTEES.

This Table exhibits the distribution of all moneys granted by the Legislature for both Grammar and Common School purposes, together with the sums raised by

\*Neither this nor any other of the Statistical Tables of the Annual Report is given in this Volume, as the summary of their contents, as given by the Chief Superintendent, is sufficient. They may, however, be seen in the Appendix to the Journals of the House of Assembly for 1860.



Municipalities and School Trustees as equivalents, or additions, thereto, and other moneys raised from local sources. The Table shows how much each County, (not specifying the Township,) City, Town, and Incorporated Village has received, directly and indirectly, for all School purposes, during 1860, from the Legislative School Grant, and how much it has raised as an equivalent, or additions thereto, in return. This Table shows that the total amount provided by the Legislature for all Grammar and Common School purposes in 1860 was \$221,220, being a decrease of 3,276, principally arising from the decreased expenditure for Normal School Students and the Model Grammar School; that the total amount provided by the People from local sources was \$216,119, being an increase of \$10,311; that the grand total of moneys provided from all sources was \$1,437,339, being an increase of \$7,034 over the sums provided in 1859.

XVII. TABLE S.—THE EDUCATIONAL SUMMARY FOR THE YEAR 1860.

This Table presents at one view the number of Educational Institutions of every description, (so far as the Returns of them could be obtained), and the number of Pupils attending them, and the amount expended for their support in each County in Upper Canada. The total number of Educational Institutions of every description in Upper Canada reported was 4,379,—increase, 5; the total amount expended in support of these Institutions was \$1,448,448; adding the balances on hand, the total amount available was \$1,615,670,—being an increase of \$20,862. But the total number of Pupils returned as attending the Common and Grammar Schools was 320,358—increase, 14,385; and an increase of 208 Students and Pupils attending other Institutions, inclusive of the Normal and Model Schools. The aggregate amount available for the support of the Common, Grammar and Normal Schools, Superannuated Teachers, etcetera, (not including other Educational Institutions), during the year was \$1,437,339—being an increase of \$7,034, thus showing an increase of \$13,828 on the amount expended in the support of other Institutions.

XVIII. TABLE T.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1860, INCLUSIVE.

This Table presents a statistical view, (as far as Returns can have been obtained,) of all that has been done in connection with every branch, and all the Institutions, of education in Upper Canada, during nineteen years. Returns, under all the heads mentioned, do not go further back than 1850. Take, then, a period of eleven years, from 1850 to 1861, the following are some of the results in reference to Grammar and Common Schools:—

1. *Grammar Schools*.—The number of Grammar Schools in 1850, was 57; in 1860, it was 88. The number of Pupils attending the Grammar Schools in 1850, was 2,170; in 1860, it was 4,546; although many hundred were excluded from the Grammar Schools in 1854 by the Regulations, which then required an Entrance Examination;—increased attendance in 1860, over 1850, 2,476. As the present Grammar School Law did not go into operation until 1854; no Returns of the amount provided for the Salaries of Grammar School Masters exist earlier than 1855. The amount provided for the Salaries of Masters in 1855 was \$46,255; the amount provided for the same purpose in 1860, was \$64,005.

2. *Common Schools*.—The number of Common Schools in 1850, was 3,059; the number in 1860, was 3,969,—total increase, 910. The number of Free Schools in 1850, was 252; the number in 1860, was 2,602—total increase in the eleven years, 2,350.

3. The whole number of Pupils attending the Common Schools in 1850 was 151,891; the number of Pupils attending them in 1860 was 315,812—increase of 1860 over 1850, 163,921.

4. The total amount paid for Salaries of Common School Teachers in 1850 was \$353,716; the amount paid for the same purpose in 1860, was \$395,591,—increase of 1860 over 1850, \$541,875.

5. The amount expended for the Building and furnishing of School-houses, the supply of Libraries, Apparatus, etcetera, in 1850, was \$56,756; the amount expended for these purposes in 1860, was \$204,183,—increase of 1860 over 1850, \$207,427.

6. The total amount expended for all Common School purposes in 1850, was \$410,472; the total amount expended for these purposes in 1860, was \$1,159,774,—increase of 1860 over 1850, \$749,302.

#### XIX. THE EDUCATIONAL MUSEUM.

Nothing is more important than that an establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries, and every other possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been so established and are so conducted, as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Pupils, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

This Educational Museum is founded after the example of what is being done by the Imperial Government, as part of the system of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the People. (See my Annual Report for 1857, in which there is a full detail of what is done in England in this respect).<sup>\*</sup> It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agricultural and other Implements, of specimens of the Natural History of the Country, casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including the Busts of some of the most celebrated characters in English and French History; also, copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian, Schools of Painting. These Objects of Art are labelled, for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, "that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is, at the same time, strongly expressed, that as, "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity, or means, of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of Public Instruction, is, in part, the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and appliances, and to promote Art, Science and Literature, by means of Models, Objects and Publications, collected in a Museum in connection with this Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education,

<sup>\*</sup>For this Report, see pages 197-229 of the Thirteenth Volume of the Documentary History.



appears, from successive Reports, to be exerting a very salutary influence, while the School of Art and Design, connected with it is imparting instruction to hundreds, in Drawing, Painting, Modelling, etcetera. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, although the preparations for it are completed. But the Museum has been found to be a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly increased during the year, although very considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum in London.

#### XX. VISIT OF HIS ROYAL HIGHNESS THE PRINCE OF WALES, 1860.

The Visit of His Royal Highness the Prince of Wales to the Education Department on the 11th of September, forms a very gratifying feature in the year's operations. His Royal Highness was accompanied by His Grace the Duke of Newcastle, Her Majesty's Principal Secretary of State for the Colonies,—His Excellency the Governor General, and a distinguished Suite. An account of this Visit of His Royal Highness will be found on pages 312-315 of Volume II.

#### XXI. GENERAL REMARKS.—PROGRESS OF THE SCHOOL SYSTEM DURING TEN YEARS, FROM 1850 TO 1860, AS COMPARED WITH THAT IN THE STATES OF MASSACHUSETTS, NEW YORK AND PENNSYLVANIA.

The remarks which I made in my last Report, in respect to the Normal and Model Schools and Museum, equally apply this year, and need not be repeated. The preceding references to the Statistical Tables of this Report show the general and steady progress of the Schools during last year. In my Report for 1857, I gave a practical and comparative view of the principles, working and the results of the Systems of Elementary Instruction in Great Britain, Ireland and Upper Canada. In my last Report I instituted a short comparison between the School Legislation and the results of the School System of New York and Upper Canada.\* I will conclude this Report by a brief comparative view of the progress of our School System during the last ten years and that of three of the oldest and wealthiest States of the American Republic, and those in which School Systems have been long established. I refer to the States of Massachusetts, New York, and Pennsylvania.

The following Statistical Table has been compiled from official School Reports and other public Documents:

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\*For this Report, see pages 5-21 of Volume XV. of the Documentary History.

## SCHOOL STATISTICS OF UPPER CANADA COMPARED WITH THOSE OF MASSACHUSETTS, NEW YORK AND PENNSYLVANIA, 1850 AND 1860.

Number of Schools.	Time of Keeping the Schools Open.				Population.		Children and their Ages.		Percentage of increase of Children.		Children at School.		Percentage of increase of Children attending School.		Money Raised.		Increase per cent.	
	1850	1860	Months	Days	1850	1860	1850	1860	—	—	1850	1860	—	—	1850	1860	—	—
3,059	3,969	9	11	18	952,004	1,394,013	47	259,258	373,589	45	151,891	315,812	108		\$410,476	\$1,324,272	2.22	
<div> <div>Upper Canada</div> <div>(From 5 to 16) (From 5 to 16)</div> </div> <div> <div>Massachusetts</div> <div>(From 4 to 16) (From 5 to 15)</div> </div> <div> <div>New York</div> <div>(From 5 to 16) (From 4 to 21)</div> </div> <div> <div>Pennsylvania</div> <div>No Return No Return</div> </div>																		
3,749	4,497	7	24	18	994,514	1,231,500	24	215,926	223,714	4	182,685	246,419	35		\$871,351	\$1,465,351	.68	
11,397	11,650	8	0	3	3,097,394	3,851,563	24	735,188	1,315,900	79	794,500	867,388	9		\$1,766,668	\$4,300,675	1.45	
8,510	11,577	5	0	5½	2,311,786	2,924,500	27	No Return	No Return	..	424,344	585,669	38		\$955,185	\$2,619,377	1.75	



From the Statistics of the foregoing Table the following facts are worthy of notice:

1. While the populations of Pennsylvania, New York and Massachusetts have increased respectively during the ten years 27, 24 and 24 per cent., that of Upper Canada has increased 47 per cent.

2. The basis of School population returns in Upper Canada has remained unchanged, being from 5 to 16 years of age, that of Massachusetts has been changed from 4 to 16 to 5-15 years, and that of New York has been changed from 5-16 to 4-21 years. No School population returns are made in the State of Pennsylvania. With this change in the basis of School population returns largely to the advantage of the State of New York and to the disadvantage of Massachusetts; the ratio of increase of School population in the State of New York, during the decade, is 79 per cent., in Massachusetts 4 per cent., in Upper Canada 45 per cent.

3. The difference in the increase of attendance at the Schools is very remarkable. During the ten years, that increase in Pennsylvania is 38 per cent., in the State of New York 9 per cent., in Massachusetts 35 per cent., in Upper Canada it is 108 per cent.

4. In regard to School moneys, the increase for the ten years in Pennsylvania is 175 per cent.; in the State of New York, 145 per cent.; in Massachusetts, 68 per cent.; in Upper Canada, it is 222 per cent. It is also to be observed, that in those States large Cities are included, with which we have none to compare, and in which very much larger sums of money are provided for School purposes, in proportion to the population, than in counties. In the City of New York alone, the sum of \$1,261,619\* (more than one-fourth of that of the whole State) was expended in 1860 for School purposes. It is likewise to be noticed, that the greater part of the School moneys in these States, (except Massachusetts) are provided from a permanent school fund and State taxes, while nine-tenths of the school moneys in Upper Canada are raised by the local Municipalities and Trustees. There is no State tax for School purposes, (beyond the comparatively small annual Legislative Grant) in Upper Canada. The working of our School system is chiefly with the local Municipalities and Trustees and not with the State.

5. The most remarkable difference in the development of School Systems, in the States mentioned and Upper Canada, is the greater length of time each year during which our Schools are kept open, it being nearly twice as long as in Pennsylvania, and nearly three months longer than in the States of New York and Massachusetts.

6. In the three essential elements of School progress, the attendance of children at School, the length of time the Schools are kept open, and the increase of moneys provided for School purposes, Upper Canada has every reason of gratulation and encouragement. In these comparisons we have not referred to the comparative youth of our country, or School System, or to our Normal School and Public Library Systems, and to the collections and facilities of our Department of Public Instruction to provide the Schools with Maps, Apparatus, etcetera; or to the examining and classifying Teachers by County Boards according to a uniform standard, instead of their being examined as well as employed by Trustees. In all these respects, the advantage is admitted by the most experienced Educationists in the United States, to be on the side of Upper Canada.

\*Expenses of the New York City Schools for 1860.

For Teachers and Janitors in Ward Schools .....	\$703,928 70
Support of the Free Academy .....	47,728 53
Repairs to Free Academy .....	752 97
Support of Normal Schools .....	8,427 81
Support of Evening Schools .....	68,042 00
Repairs through the "Shop" .....	10,335 43
Supplies for Ward Schools through the Depository .....	64,350 31
Rent of School Premises .....	18,278 80
Salaries of Officers and Clerks of Board of Education .....	25,734 60
Incidental Expenses of the Board .....	15,995 04
Apportionment to Corporate Schools .....	29,296 37
Amount apportioned for special purposes, including erection of School-houses, repairs, etcetera .....	164,979 91
For planos in Ward Schools .....	10,009 00
Miscellaneous .....	93,760 31

Total . . . . . \$1,261,619 78

We have borrowed some features of our School System from United States neighbors, and we have endeavored to improve upon whatever we have borrowed. Their writings, legislation and proceedings have furnished us with many useful hints; and we have been much assisted by their noble example in the general education of youth. Our Institutions have afforded us peculiar facilities to apply the principles of free government and self-reliance in the working and extension of our School System, and the British Canadian energy and patriotism of the people have achieved the results which place Upper Canada in so honourable a position in comparison with other countries, and which are conferring such priceless blessings upon her youthful population. May God grant that the success and progress of the past shall but symbolize the greater success and progress of the future!

Toronto, May, 1861.

EGERTON RYERSON.

### OPERATIONS OF THE EDUCATIONAL DEPOSITORY, 1860.

	\$	cts.	\$	cts.	\$	cts.
Amount of stock on hand on the 31st of December, 1859.....					58,080	02
Paid for Imported Articles from the 1st of January to the 31st of December, 1860 .....	10,707	31				
Paid Toronto Manufacturers for sundry purchases.....	7,308	67				
					18,015	98
Publishers' packing charges .....	37	52				
Transportation, paid in Toronto .....	627	58				
Insurance, paid in Toronto .....	216	40				
Illumination on Prince's visit .....	88	46				
Wrapping Paper, Boxes, Printing and Miscellaneous Con- tingencies .....	459	76				
Salaries of Persons employed in the Depository.....	1,540	00				
					2,969	72
					20,985	70
					\$79,065	72
Value of Articles sold during 1860:						
Library Books .....	5,289	56				
Maps, Apparatus and Prizes .....	16,829	60				
Articles at net catalogue prices .....	5,417	93				
					27,537	09
					\$51,528	63
Assuming that the Stock was taken on an average at 20% advance upon cost price, after paying Exchange, and we add the amount by which \$2,969.72 (Expenses) is less than 20% of \$18,015.98, videlicet .....					633	47
The amount of stock to be accounted for would be .....					52,162	10
And the stock as taken amounts to .....					54,030	69
Showing the Depository to have gained during year.....					\$1,868	59

TORONTO, March, 1861.

ALEXANDER MARLING, Accountant.

### THE HONOURABLE P. B. DE BLAQUIERE ON THE VALUE OF THE DEPOSITORY.

Mr. de Blaquiere, having always felt a deep interest in our Library System, made a reference to the matter in conversation with an Officer of the Department. As Chancellor of the University of Toronto and an earnest and enlightened Legislator, he always felt a deep interest in the education of the people, and in the success of the operations of the Educational Department for Upper Canada. When the Depository was assailed in 1858 by certain Booksellers in the Province, he ex-



pressed his warm sympathy with its efforts to promote the intellectual improvement of the Country, and his readiness to defend its operations in his place in Parliament, should a favourable opportunity offer for his doing so. In reply to a Note of thanks for his spontaneous services on such an occasion, and enclosing some documents for his use, he thus expressed himself on the subject, in a Letter to the Deputy Superintendent of Education. He said:—

I beg leave to acknowledge the receipt of your Note, and feel much obliged for the Catalogues and Pamphlets connected with the Depository, which you have kindly sent me, and which I hope you will permit me to retain, with a view of showing them to several Members of the Legislative Council. I have only been enabled as yet, to cast a hasty glance through them, but I have seen quite enough to satisfy me that the view I long since took of the effects of the Department and Normal School upon the whole educational establishment of Upper Canada, including that most important branch of it which is so admirably carried out by the Depository in all its details, remain fully confirmed; and that a deep debt of public gratitude is eminently due to the Chief of the Department, as well as to all those who have so ably assisted him in laying down a System of Public Education upon such sound principles. If the establishment of the Depository is merely considered as having substituted true and intellectual learning in the stead of the vile trash inundating our Public Schools before it took effect, this alone would demand the firm support of every well-wisher to the prosperity of the rising generation, and I regret from the manner in which the attack has been made upon this valuable Institution, (the Petition against it having only been presented to the House of Assembly,) that no present opportunity offers for advocating its interests in the Legislative Council,—you may, however, rest assured, that to the utmost of my feeble power, I shall be at all times ready to do justice to a noble Institution alike an honour and a glory to our common Country.

TORONTO, May 18th, 1858.

P. B. DEBLAQUIERE.

## BALANCE SHEET OF THE EDUCATION DEPARTMENT FOR THE YEAR ENDING 31ST DECEMBER, 1860.

Names of the different Accounts.	Receipts.			Expenditure.		
	Balance 1st January, 1860.	Receipts during the year.	Total Receipts.	Balance 1st January, 1860.	Expenditure during the year.	Total Expenditure.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1. Common School Grant.....	14,243 91	149,431 00	163,674 91	.....	143,912 33	143,912 33
2. Poor School Fund.....	.....	2,000 00	2,000 00	250 07	682 00	932 07
3. Roman Catholic Separate Schools.....	4,459 28	6,141 00	10,600 28	.....	7,605 81	7,605 81
4. Grammar School Fund .....	6,020 54	31,500 80	37,521 34	.....	29,800 00	29,800 00
5. Model Grammar School and Inspectors.....	.....	7,944 00	7,944 00	13,144 82	9,278 00	22,423 67
6. Normal and Model Schools.....	.....	15,511 21	15,511 21	6,187 82	19,188 74	25,376 56
7. Building Fund of 1850-1854.....	970 16	14 71	984 87	.....	984 87	984 87
8. Libraries, Maps and Apparatus .....	3,642 04	23,880 33	27,522 37	.....	20,985 70	20,985 70
9. Superannuated Teachers .....	.....	4,450 00	4,450 00	531 81	4,185 61	4,717 42
10. Journal of Education.....	1,194 55	1,916 28	3,110 83	.....	1,648 04	1,648 04
11. Educational Museum and Library.....	.....	3,201 00	3,201 00	13,292 07	442 53	13,734 60
Balance on the 31st of December, 1860 .....	.....	.....	.....	33,406 59	238,714 48	272,121 07
Total .....	30,530 48	245,990 33	276,520 81	.....	.....	4,399 74
				.....	.....	276,520 81



## THE CHIEF SUPERINTENDENT OF SCHOOLS IN ACCOUNT WITH THE EDUCATIONAL FUNDS, CANADA WEST, FOR THE YEAR 1860.

Names of the different Accounts.	Receipts.			Expenditure.		
	Balance 1st January, 1860.	Warrants.	Other Receipts.	Balance 31st December, 1860.	Balance 1st January, 1860.	Expenditure.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1. Common Schools.....	13,941 91	149,734 00	.....	.....	143,912 33	19,763 58
2. Schools in poor Townships .....	.....	2,000 00	.....	.....	682 00	1,067 93
3. Normal School .....	.....	12,200 00	3,311 21	9,865 35	19,188 74	.....
4. Building Fund .....	970 16	.....	14 71	.....	984 87	.....
5. School Libraries.....	3,642 04	7,200 00	16,685 33	.....	20,990 70	6,536 67
6. Superannuated Teachers' Fund .....	.....	4,000 00	450 00	267 42	4,185 61	.....
7. Museum .....	.....	2,800 00	401 00	10,533 60	442 53	.....
8. Journal of Education.....	1,194 55	1,800 00	116 28	.....	1,648 04	1,462 79
9. Grammar Schools.....	18,238 34	38,565 00	.....	.....	29,800 00	27,003 34
10. Model Grammar Schools .....	.....	4,000 00	2,944 00	14,139 67	12,804 82	.....
11. Separate Schools .....	4,459 28	6,141 00	.....	.....	7,605 81	2,994 47
12. Inspectors of Grammar Schools.....	.....	.....	.....	340 00	1,000 00	.....
Totals.....	42,446 28	229,440 00	23,922 53	35,146 04	33,406 59	58,828 78

## RECAPITULATION.

To Balance on hand 1st January .....	Receipts.		Expenditure.	
	Balance 1st January, 1860.	Warrants.	Balance 31st December, 1860.	Expenditure.
	\$ c.	\$ c.	\$ c.	\$ c.
To Balance on hand 1st January .....	42,446 28	.....	.....	.....
Less Balance overexpended .....	33,406 59	.....	.....	.....
Warrants during the year.....	.....	9,039 69	.....	58,828 78
Other Receipts.....	.....	229,440 00	.....	35,146 04
Total.....	.....	23,922 53	.....	.....
		262,402 22	Total.....	262,402 22

## ANNUAL REPORT OF THE CHIEF SUPERINTENDENT OF EDUCATION FOR UPPER CANADA, 1861.

*To His Excellency the Right Honourable Viscount Monck, Governor-General of Canada:*

MAY IT PLEASE YOUR EXCELLENCY:

In presenting my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada for the year 1861, it is my pleasing duty to state, that, although the Country still feels the effect of the previous years' commercial depression and disasters, there has been a large increase in the most important branches of our School operations during the year,—such as the aggregate attendance of Pupils at School, the amount provided for the support of Schools, and the amount of Teachers' Salaries, etcetera. The Statistical Tables, which form the Second part of this Report, present a full and detailed view of the character, state and progress of the Schools: I will limit myself, however, to the following summary references to them:—

### I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

1. The amount apportioned and paid by this Department from the Legislative Grant, for Salaries of Common School Teachers in 1861, was \$5,513 over the apportionment of 1860.

2. The amount apportioned and paid for the purchase of Maps, Apparatus, Prizes, and Libraries,—being in proportion, and equal, to the amount expended from local sources,—was \$9,145; being a decrease of \$816.

3. The School Law requires that each Municipality shall provide a sum by Assessment at least equal to the Legislative Grant; but each Municipality can provide as large an additional sum as it may think proper for School purposes. The amount provided by Municipal Assessment was \$278,085, which, although \$608 less than that of the preceding year, exceeded the Legislative Grant by the sum of \$121,053.

4. As the Council in the Municipality, so the Trustees in a School Section, have authority to provide money for the support of their School, or Schools, by Assessment, and also by Fees on Pupils, unless the Rate-payers decide in favour of a Free School. The amount of Assessment levied by School Trustees, in addition to the \$278,085 levied by the Municipal Councils, was \$587,297; being an increase of \$30,614.

5. Rate-bill Fees on Pupils are only imposed where the Schools are not free. The amount of Rate-bills imposed in 1861 was \$82,873; being a decrease of \$8,634.

6. The amount received by the School Trustees from the Clergy Reserve Fund and other sources was \$130,375; being an increase of \$23,636. The large amount which the Municipalities have appropriated from the Clergy Reserve Fund for School purposes, may account for the small decrease of \$608 in the Municipal Assessment of \$278,085.

7. The amount available for Schools in 1861 from the balances of 1860, was \$136,469; being an increase of \$7,300.

8. The total Receipts for Common School purposes in Upper Canada for the year 1861, were \$1,381,279; being an increase on the receipts for the preceding year of \$57,006.

9. The amount paid for the Salaries of Teachers was \$918,112; being an increase of \$22,522.

10. The amount expended in the purchase of Maps, Apparatus, Prize Books, and Libraries, was \$20,084; being a decrease of \$4,585. In the preceding year there was an increase of \$7,933.



11. The amount expended for School-books, Stationery, fuel, and other expenses, was \$102,672; being an increase of \$10,909.

12. The amount expended for the purchase of School Sites, (many of which are free Grants), and the erection of School-houses, was \$113,365; being a decrease of \$242.

13. The amount paid in 1861 for the rents and repairs of School-houses was \$36,462; being an increase of \$3,040.

14. The unexpended balances of the preceding year were \$189,861; being an increase of \$25,362. These balances are rather apparent than real—arising from the fact that many of the Municipal Councils and Trustees do not, until after the close of the civil year, collect the sums necessary to pay the expenses of such year.

15. The total Expenditure, in behalf of Common Schools for the year 1861, was \$1,191,417; being an increase of \$31,644.

## II. TABLE B.—SCHOOL POPULATION—PUPILS ATTENDING COMMON SCHOOLS.

An Act still unrepealed requires the legal returns of School population to include only School Children between the ages of 5 and 16 years; but the Law secures to all persons from 5 to 21 years of age the right of attending the Schools, as long as their conduct conforms to its Rules and Discipline.

1. The School Population, (including only the Children between 5 and 16 years of age,) was 384,980; being an increase of 11,391.

2. The number of Pupils attending the Elementary Schools from 5 to 16 years of age, was 309,895; being an increase of 14,215. The number of those of other ages attending the Schools was 20,023; being a decrease of 109. The whole number of Pupils attending the Schools was 329,918; being an increase of 14,106.

3. The number of Boys in the Schools was 178,435; being an increase of 6,331. The number of Girls in the Schools was 151,483; being an increase of 7,775. The number returned as indigent children was 5,666; being a decrease of 387.

4. The same Table shows the periods of the attendance of Pupils at the Schools, and the subjects of their Studies. It will be seen that there is an encouraging increase of Pupils in all the higher subjects of Common School education, except Book-keeping and Vocal Music.

## III. TABLE C.—COMMON SCHOOL TEACHERS—THEIR RELIGIOUS PERSUASIONS, RANK, SALARIES.

1. The number of Teachers reported as employed in the 4,019 Common Schools in 1861, was 4,336; being an increase of 55. Of these 3,031 were males, being a decrease of 69; and 1,305 were females, being an increase of 124.

2. As to the Religious Persuasions of Teachers, 723, were Members of the Church of England,—being a decrease of 22; 469 were Members of the Church of Rome,—being an increase of 7; 1,249 were Presbyterians of different classes,—being an increase of 11; 1,275 were Methodists of different classes,—being an increase of 26. There were 229 Baptists,—increase of 2; 76 Congregationalists,—decrease 14.

3. As to rank of Teachers, it appears from this Table that of Normal School Teachers reported, 194 were of the First Class, and 234 of the Second Class. Of Teachers whose Certificates have been given by the County Boards, 1,009 were of the First Class,—being an increase of 47; 2,088 were of the Second Class,—being an increase of 54; and 663 of the Third, or lowest, Class,—being a decrease of 51.

4. *Salaries of Teachers.*—The lowest Salary paid a male Teacher was \$80, and the highest was \$1,300. The average salary of male Teachers, with board, was \$185,—without board, \$429. The average Salary of female Teachers, with board, was \$132,—without board, \$215.

IV. TABLE D.—SCHOOLS, SCHOOL HOUSES, SCHOOL VISITS, SCHOOL LECTURES, TIME OF KEEPING OPEN THE SCHOOLS.

1. Each Township is divided into School Sections of from two to four miles square. The whole number of School Sections reported was 4,154,—increase, 20. The whole number of Schools reported as open was 4,019,—increase, 50. The number of School Sections in which there were no Schools open, or which have not been reported, was 135,—decrease, 30.

2. The number of Free Schools was 2,903,—increase, 301. The increase in the number of Free Schools the preceding year was 285. Thus nearly three-fourths of the Common Schools of Upper Canada are Free Schools, by the voluntary action of the Rate-payers in each School Section separately, and, as the result of their own observation, experience, discussion, and patriotism. The number of Schools partly free, was 1,017,—decrease, 261. The number of Schools in which 25 cents monthly Fees were paid, was 99,—increase, 10.

3. *School Houses*.—The whole number of School-houses reported was 4,055,—increase, 59. Of these, the Brick were 449,—increase, 37; Stone, 302,—decrease, (as reported,) 12; Frame, 1,606,—increase, 95; Log 1,686,—increase, 6; not reported, 30,—decrease, 67; Freehold, 3,344,—increase, 77; leased, 461,—increase, 10; rented, 136,—decrease, 26; not reported, 114.

4. Whole number of School-houses built during the year, was 194,—increase on the number built the preceding year, 40. Of these, the Brick School-houses built were 51,—increase, 19; Stone, 12,—increase, 6; Frame, 85,—increase, 10; Log, 45,—increase, 6; total, 194.

5. *School Visits*.—By Local Superintendents, 9,467,—increase, 618; by Clergymen, 5,676,—decrease, 291; by Municipal Councillors, 1,976,—increase, 32; by Magistrates, 2,170,—decrease, 56; by Judges and Members of Parliament, 316,—decrease, 3; by Trustees, 20,266,—decrease, 59; by other Persons, 25,148,—decrease, 29. The whole number of school visits during the year, 65,019,—increase, 212..

6. *School Lectures*.—By Local Superintendents, 2,731,—decrease, 36; by other Persons, 353,—decrease, 74; total 3,084,—decrease, 110. There appear to be nearly 1,300 School Sections in which no lectures have been delivered by Local Superintendents during the year, as required by Law.

7. *Time of Keeping open the Schools*.—The average time of keeping open the Schools was 10 months and 24 days,—increase, 6 days. In the State of Massachusetts, the average time of keeping open the School was 7 months and 18 days; in the State of New York it was 7 months and 3 days; in the State of Pennsylvania 5 months and 5½ days.

V. TABLE E.—RELIGIOUS EXERCISES, BIBLE, TEXT BOOKS—APPARATUS USED IN THE SCHOOLS.

1. Out of 4,019 Schools reported, it appears that the Daily Exercises of 2,381 of them are open and closed with Prayer,—increase, 155; and that in 2,879 of them the Bible, or Testament, is read,—increase, 121.

2. This Table shows that the uniform series of National Text Books is almost universally used in the Schools. It is gratifying to observe that Sangster's improved edition and adaption of Canadian currency of the National Arithmetic is rapidly superseding the old and inferior edition, it having been introduced into 803 Schools during the year,—the second year of its publication. It is also gratifying to remark that Mr. Hodgins' excellent Geography,—the only truly Canadian one published,—is being largely introduced into the Schools.



3. The total number of Maps used in the Schools was 20,667,—increase, 2,462. The number of Schools in which Maps are used was 2,820,—increase, 210. But it is to be regretted that there are 1,200 Schools in which no Maps are used, except those contained in Geographies. The number of Schools in which Globes are used is 926,—increase, 71. The number in which Blackboards are used was 3,342,—increase, 30.

#### VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Separate Schools reported in 1860, was 109,—decrease, 6.
2. The amount apportioned and paid from the Legislative Grant to these Schools was \$7,549, decrease, \$56.
3. The amount apportioned and paid for Maps, Apparatus, Prizes and Libraries, (equivalent to a sum provided from local sources), was \$137,—increase, \$97.
4. Amount derived from Local School Rates was \$12,349,—decrease, \$1,955. Amount received from subscriptions and other sources, \$10,903,—increase, \$1,495. Total amount received for the support of Separate Schools, \$30,940,—decrease, \$419.
5. Amount paid to Teachers, \$24,528,—increase, \$1,323. Amount paid for Maps, Apparatus, Prizes, and Libraries, was \$418—(for which these articles to the value of twice this amount were sent from the Depository) increase, \$195. Amount paid for other purposes, \$5,993,—decrease, \$1,938.
6. The whole number of Pupils in the Separate Schools in 1860 was 13,631,—decrease, 1,077.
7. The table also shows the number of Male and Female Teachers employed in the Schools, the subjects of Study, and the number of Maps used in the Schools.

#### VII. GRAMMAR SCHOOLS. TABLE G.—RECEIPTS, EXPENDITURES, PUPIL'S FEES.

1. The whole number of Grammar Schools was 86,—decrease, 2;—two inefficient Grammar Schools having been discontinued.
2. The amount of Legislative Grant and Fund apportioned and paid to these eighty-four Schools was \$36,693,—increase, \$3,520.
3. The amount of Legislative Grant apportioned and paid for the purchase of Maps, Apparatus, and Prize Books, was \$845, for which these things to the value of twice the local sum received were sent out from the Depository,—increase, \$58.
4. *The Amount Received from Local Sources.*—From Municipal Grants, \$17,441,—increase, \$3,708; from Fees, \$20,545,—\$229; from balances and other sources, \$9,635,—decrease, \$2,626.
5. Total Receipts for all Grammar School purposes for 1861, \$35,163,—increase, \$4,883.
6. *For Masters' Salaries*, \$71,034,—increase, \$7,028; for Maps, Apparatus, Prize Books, \$1,932,—increase, \$66; for Building, Rent, and Repairs, \$4,234,—decrease, \$1,803; contingencies, Books, \$3,907,—decrease, \$1,740. Total expenditure during the year, \$81,108,—increase, \$3,552. Balances not collected and paid at the end of the year, \$4,054, increase, \$1,331.
7. *Pupils.*—Whole number of Pupils attending the Schools in 1861, 4,766,—increase, 220; number of Pupils from the Towns in which were Grammar Schools, 1,050,—increase, 55; from other Counties, 341,—increase, 64.

#### VIII. TABLE H.—METEOROLOGICAL STATIONS AND OBSERVATIONS AT THE SENIOR COUNTY GRAMMAR SCHOOLS.

The Senior County Grammar School is the School which is situated in the County Town of each County, and receives \$400 per annum from a Parliamentary Grant, in addition to the apportionment from the Grammar Schools Fund, which it shares in

common with the other Grammar Schools in each County. The Senior County Grammar School thus receives \$400 per annum, besides sharing with the other Grammar Schools in the distribution of the Grammar School Fund. The duty of taking Meteorological Observations has been imposed upon the Head Master, in order to ascertain the character and Annual variations of Climate at different points in Upper Canada; and the best Scientific Instruments were procured for that purpose as detailed in a previous Report. No practical results have yet ensued in Canada from this provision of the law; but a collection of the Returns received from these Stations were sent, by request to the Smithsonian Institution at Washington, and, on being returned, were spoken of as containing much valuable information. (See Journal of Education for Upper Canada for 1861.

#### IX. TABLE I.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

This Table presents a view of the subjects taught in the Grammar Schools, and the classification of Pupils. It appears that there were 4,618 Pupils in different branches of English,—increase, 212; in Latin, 2,515,—increase, 130; in Greek, 703,—increase, 145; in French, 1,375,—increase, 129; in Mathematics, 4,555,—increase, 265; in Geography 4,109,—increase, 37; in History, 3,805,—increase, 217; in Physical Science, 2,751, decrease, 209. For the division of subjects, and the classification of Pupils under these several heads, I refer to the Table.

X. Table K shows the various Text-books which are used and read in the Schools, respecting which no analysis or remark is required.

XI. Table L contains the returns and information which have been given respecting the Colleges, Certificates, Religious profession and Salaries of the Head Masters of the Grammar Schools the character and Furniture of the School-houses, etcetera.

#### XII. TABLE M.—OPERATIONS OF THE NORMAL AND MODEL SCHOOLS DURING 1861.

1. The School year is divided into two Sessions of five months each, the one beginning on the 8th of January, and the other on the 8th of August. The object of the Normal School is to train Teachers to teach the subjects of a Common School education. All who are admitted engage to devote themselves to teaching. The Model School,—one for Boys and the other for Girls, each limited to 150 Pupils,—are connected with the Normal School, are under the same oversight, and taught by Teachers trained in the Normal School. In these Model Schools the Teachers-in-training in the Normal School spend some time in each week, where they not only observe how a School should be organized and managed, and how the several subjects should be taught, but are taught to teach themselves as Assistants, and under the observation and instruction of the regular Teachers of these Schools.

2. Table M presents a complete statistical view of the operations of the Normal School from the beginning. During the first Session of 1861 the number of applicants for admission was 182; the number found qualified, on examination, and actually admitted, was 161. The number of applicants for admission to the second Session was 165; the number admitted was 148. The number of Provincial Certificates given at the close of the first Session, after an examination of several days, on paper, in all the subjects taught, was 89; the number given at the end of the second Session was 102; total, 191. That is, nearly 200 qualified Teachers have been sent out from the Normal School during the year. Of these, however, 50 had been in attendance before and had obtained Certificates previously.

3. It will be seen, by referring to the Table, that of the 309 Students—Teachers admitted to the Normal School during the year, 178, or more than one-half, had been Teachers before,—a sufficient proof that their object in coming to the Normal School was to qualify themselves better for their profession. The demand for Normal School Teachers is increasing rather than abating, and the influence of the Institution is felt



throughout the Province, in the improved and improving methods of School organization and teaching, as well as in the character and qualification of Teachers.

XIII. TABLE N.—THE OTHER EDUCATIONAL INSTITUTIONS IN UPPER CANADA IN 1861.

This Table presents an approximate statistical view of other educational Institutions than Grammar and Common Schools, including Colleges, Academies, and Private Schools, as far as information respecting them could be obtained. In support of these Institutions, \$173,943 had been received and expended during the year, being a decrease of \$4,387; and 8,734 Students and Pupils have been taught in them, being an increase of 953.

XIV. TABLE O.—FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT—SUNDAY SCHOOLS AND OTHER PUBLIC LIBRARIES.

1. The system of Free Public Libraries is as follows: A carefully classified Catalogue of about four thousand Books, (which, after examination, have been approved by the Council of Public Instruction), is sent to each School Municipality. Arrangements have been made with the English and American Publishers of these Books to procure them on advantageous terms for Public Libraries alone. From this Catalogue the School, or Municipal, Authorities, desirous of establishing or improving a Library, select such Books as they think proper, and receive from the Department those desired at cost prices, (so far as they are in print or stock), with an apportionment of one hundred per cent. upon whatever sum, or sums, they transmit towards the purchase of the Books. The Libraries are managed according to General Regulations made by the Council of Public Instruction.

2. The value of Books already supplied by this Department since 1855 is \$99,808,—representing 193,258 Volumes. Since the severe commercial and financial depression of the Country, the annual demand for Library Books has been somewhat less than in previous years, while the demand for Prize-Books in the Schools, (supplied upon the same terms as Library Books), has increased. The amount provided from local sources for the purchase of Library Books in 1861 was \$2,042, to which an equal sum was added by this Department, making \$4,084. The number of Volumes purchased with this amount was 6,590. The whole number of Free Libraries, exclusive of sub-divisions, was 481—increase, 70.

3. The number of Sunday School Libraries reported was 1,875—increase, 119. The number of Volumes reported in these Libraries was 288,664—increase, 10,016. The number of Public Libraries was 355—increase, 8. The number of Volumes reported in these Libraries was 159,804—increase, 1,999. The number of Common School Free Libraries, as above stated, was 481, containing 193,220 Volumes, making a total of 2,711 Libraries—increase, 197; containing 641,688 Volumes—increase, 18,577 Volumes.

XV. TABLE P.—MAPS, APPARATUS AND PRIZE-BOOKS SUPPLIED BY THE DEPARTMENT TO GRAMMAR AND COMMON SCHOOLS DURING THE YEAR 1861.

1. This Department not only supplies the Schools with Maps, Globes and various articles of School apparatus, apportioning one hundred per cent. upon whatever sums are provided from local sources for these purposes, but it gets nearly all these articles manufactured in the Country, and better executed and at lower prices than they can be imported. The Globes and Maps manufactured in Toronto contain the latest discoveries of Voyagers and Travellers, and are executed in the best manner, as are the Tellurians, Numeral Frames, Geometrical Forms, Mechanical Powers, etcetera. All this is done by employing private skill and enterprise,—furnishing to the Manufacturers the model and copy, and permitting and encouraging them to dispose of these articles to private Schools, as the Department supplies none but Municipal and School Authorities with them.

2. This Table, (P), presents a full statistical view of the operations of this Branch of the Department during the year 1861, and also during the seven years since its establishment. During the last year \$16,252 have been expended, (the one-half contributed from local sources), for the purchase of 156 Maps of the World; 283 of Europe; 228 of Asia; 214 of Africa; 244 of America; 201 of Canada; 357 of Great Britain, Ireland and Scotland; 159 of Single Hemispheres; 192 Classical and Scriptural Maps; 349 other Maps and Charts; 169 Globes; 1,339 other articles of School Apparatus; 9,268 historical and other Lessons (in Sheets); 26,931 Volumes of Prize Books.

3. During the seven years there have been received and expended in this Branch \$88,893 for the supply to the Schools of 17,160 Maps and Charts, 1,043 Globes, 11,283 other articles of School Apparatus, 90,603 historical and other Lessons in Sheets, and 69,816 Volumes of Prize Books.

#### XVI. TABLE Q.—THE SUPERANNUATED OR WORN-OUT COMMON SCHOOL TEACHERS.

1. The Legislature has appropriated \$4,000 per annum in aid of Superannuated or worn-out Common School Teachers. The allowance to each Teacher cannot exceed \$6 per year for every year that the Recipient has taught a Common School in Upper Canada. Each Recipient must pay \$4 per annum for each current year, or \$5 for each past year, since 1854, into the Fund; nor can any Teacher become a claimant upon the Fund unless he pays annually at that rate to the Fund, commencing with the time of his beginning to teach, or with 1854, (when the system was first established), if he began to teach before that time. If a Teacher has not paid his Subscription annually, he must pay at the rate of \$5 per annum for past time, in order to be entitled to share in the Fund when he is worn-out.

8. This Table, (Q), gives the age, services, etcetera, of each Pensioner. Two hundred Teachers have been admitted to receive annual aid from this Fund, of whom 31 died before or during the year 1861. The average age of each Pensioner in 1861 was 66½ years.

#### XVII. TABLE R.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, WITH OTHER MONEYS RAISED BY MUNICIPALITIES AND TRUSTEES.

This Table presents a complete view of all the moneys which have been received and expended, (and from what sources derived), and for what purposes, in connection with the Normal, Model, Grammar and Common Schools throughout Upper Canada. Here may be seen at a glance how far this money has been expended on behalf of each County, Township, City, Town and Incorporated Village. It appears that the people of Upper Canada provided and expended for Grammar and Common School purposes, in 1861, \$1,496,080,—being an increase for the Receipts and Expenditure of the preceding year of \$58,740. For details I desire to refer to the Table.

#### XVIII. TABLE S.—EDUCATIONAL SUMMARY FOR 1861.

This Table presents a view of the number of Educational Institutions of every kind, (as far as returns could be obtained), and the number of Pupils attending them, as well as the amount expended for their support.

The whole number of Educational Institutions of every kind reported was 4,459—  
increase, 80. The whole number of Students and Pupils attending them was 344,118—  
increase, 15,279. The whole amount available for educational purposes was \$1,670,023—  
increase, \$54,353.



XIX. TABLE T.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1852 TO 1861, INCLUSIVE.

This Table contains all the statistics which could be obtained illustrative of progress of education, in connection with each branch and all the Institutions of Education in Upper Canada during the last twenty years.

XX. THE EDUCATIONAL MUSEUM.

What I remarked on this subject in my last Report is equally true and applicable at the present time. "Nothing is more important than that an establishment designed especially to be the Institution of the People at large,—to provide for them Teachers, Apparatus, Libraries and every possible agency of instruction,—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of Students and Public, and for the useful entertainment of numerous Visitors from various parts of the Country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the System of Popular Education,—regarding the indirect, as scarcely secondary to the direct, means of training the minds and forming the taste and character of the people. It consists of a collection of School Apparatus for Common and Grammar Schools, of Models of Agriculture and other Implements, of Specimenes of the Natural History of the Country, Casts of antique and modern Statues and Busts, etcetera, selected from the principal Museums of Europe, including Busts of some of the most celebrated Characters in English and French History; also copies of some of the works of the great Masters of the Dutch, Flemish, Spanish, and especially of the Italian, School of Painting. These objects of Art are labelled for the information of those who are not familiar with the originals, but a descriptive historical Catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated:

"That the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people"; and the opinion is at the same time strongly expressed that as "people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals," it is desirable, even in England, that those who have not the opportunity or means of travelling abroad should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raphael and other Great Masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of our Public Instruction is one part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of School Grants, for the purpose of improving School Architecture and Appliances, and to promote Art, Science and Literature by means of Models, Objects and Publications, collected in a Museum in connection with this Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds in Drawing, Painting, Modelling, etcetera. A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of Visitors from all parts of the Country, as well as from abroad, has greatly

increased during the year, though considerable before; many have repeated their visits again and again, and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

#### XXI. REPORT OF THE GRAMMAR SCHOOL INSPECTORS—THE MODEL GRAMMAR SCHOOL.

In Appendix B to this Report will be found the excellent Reports of the Inspectors of Grammar Schools,—the Reverend William Ormiston, D.D., of Hamilton, and the Reverend John Ambery, A.M., First Classical Master in the Model Grammar School, Toronto. In both of these Reports mention is made of the encouraging progress of the Grammar Schools; and I believe that the Trustees of Grammar Schools do all that can be done for the efficiency and improvement of the Schools in the present very defective state of the Law, under which the Board of Trustees have no power to raise a sixpence by Rate, or otherwise than by voluntary subscription, for the purchase of School-sites, or the erection, repairs, or furnishing of School-houses, or towards making up the salaries of Masters, beyond the fees of tuition. The marvel is, that Boards of Trustees have been able to accomplish anything in proportion to what they have done for the support, much less improvement, of the Grammar Schools. The Reverend Doctor Ormiston has, in his Reports for past years, dwelt strongly on the defects of the Grammar School Laws, and the necessity of amending them. The Reverend Mr. Ambery has referred to the subject in terms equally strong, discussing, with very great force, the duties, relations, and nature, of the Grammar Schools. He has also made some very able and suggestive remarks on the methods of teaching languages, and on the office and importance of the Model Grammar School, now so efficiently and nobly accomplishing the objects of its establishment.

The number of Pupils in this School is limited to 100, with a training-class of Candidates for Masterships in the Grammar Schools. It was intended to limit this class to ten but it already considerably exceeds that number. The Model Grammar School is intended to accomplish for the Grammar Schools of the Country what the Normal and Model Schools have long been accomplishing for the Common Schools.

#### XXII. REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

The Local Superintendents have accompanied, in many instances, their Statistical Annual Reports with remarks,—extracts from which will be found in Appendix A. I refer to these extracts as exhibiting the inner and practical life of the School System,—the nature of its operations, the obstacles to its progress from newness of settlements, and poverty, in some instances, indifference and ignorance in others,—the noble way in which the people generally are exerting themselves to educate their Children, and the growing success of their efforts.

#### XXIII. GENERAL AND CONCLUDING REMARKS.

In my last Report, I reviewed the progress of the School System in Upper Canada in comparison with the progress of the School Systems in the States of Massachusetts, New York and Pennsylvania, and the greater and remarkable progress which our School System has made. I will not repeat these facts and comparisons in this Report; but I may remark, that our School System, for its existence as well as its success, depends upon the voluntary action of the people. The Legislature levies no School tax, nor compels any Municipality to accept the Grant apportioned to it. Any County, City, Town, Incorporated Village, or Municipality can decline accepting the Legislative School Grant upon the conditions prescribed, and thus extinguish the School System within its own jurisdiction. Instead of this,—while the Legislative School Grant of \$157,032 apportioned among the Municipalities for the year 1861, would require them to raise a like sum, as a condition of receiving that Grant, they have not only complied with the condition by collecting a like sum by rate, but have actually collected for School purposes the sum of \$278,085, exceeding the amount of the Legislative Grant in the sum of



\$121,053. In addition to this, the Trustees have collected the sum of \$1,224,247, of which \$1,191,417 have been expended for School purposes.

2. It is worthy of remark, that among the Teachers employed in the Common and Separate Schools, are 462 Roman Catholic Teachers,—about 150 of whom teach in Separate Schools, but upwards of 300 are employed by the Trustees of the Public Common Schools,—a practical illustration of the liberality of the people, and of the injustice of the imputation made against them, in regard to their conduct towards their Roman Catholic fellow citizens. It is questionable whether, in a Country of equal population, and as Roman Catholic, as Upper Canada is Protestant, more than 300 Protestant Teachers would be employed by locally elected Trustees. This fact may largely account for the unwillingness of Roman Catholics generally to separate themselves and their Children from the Public Schools, since three-fourths of their Children attend the Public Schools, while only one-fourth of them attend the Separate Schools, and, since the aggregate attendance at the Separate Schools has decreased 1,077, while the aggregate attendance at the Public Schools has increased 14,106. Were there no Separate Schools, a larger number of Roman Catholic Teachers would doubtless be employed in the Public Schools; but, as it is, the Roman Catholic is only exceeded by three other Churches in the number of its Members who are employed as Teachers of Common Schools in Upper Canada,—an ample illustration of the equality of the law and of the catholicity of its administration, even by the people themselves in their several School Sections.

3. Another fact worthy of remark is, that, while there has been a decline and depression in almost every branch of business and of the Public Revenue, there has been a steady advancement in the progress of the Schools, whether we regard the means provided for their support, the attendance of Pupils, the qualifications of Teachers, the character and Furniture of the School-Houses, or the methods and facilities of instruction.

4. Equally remarkable is the progress made by the Free Schools. In 1850, no Free Schools existed in Upper Canada; nor did the Legislature exercise the power to establish them, but simply empowered the rate-payers in each School division to use their own discretion as to the manner of providing for the support of their Schools. The question was thus an open one in each School Municipality, to be decided upon in Cities, Towns, and Incorporated Villages, by the election of Trustees, as favourable, or otherwise, to Free Schools, but to be decided upon by an annual vote at Annual, or Special, Meetings in the School Sections of Townships. The result has been, that the comparative merits of the Free, and Ratebill, School System has been discussed and decided upon, from year to year, in each School Municipality, and the principle that each man should contribute to the state-interest of the education of youth according to his property, and each child, whether his parents are rich, or poor, should have an equal right to an education necessary for the interests of society, has gained from year to year, until 2,903 of the 4,019 Common Schools in operation are free, with a considerable number of Grammar Schools; and the increase of Free Schools during the year 1861 was no less than 302,—making a difference of 604 in the relative proportion of Free and Ratebill Schools.

5. Finally, every year's experience strengthens my conviction as to the truth and wisdom of the principle on which our Public School System is founded,—the only true principle, I think, for the education and advancement of a free people,—for the Government not to assume the task of educating the people, but to aid them in every possible way to educate themselves,—not to rule and do for them, but to counsel and assist them,—not to supersede local exertion, but to develop and encourage it,—to habituate and train the people to rely upon themselves, to learn how to manage their own affairs, and to work out their own destinies. Under the influence of such a School System, in connection with our free system of Constitutional Government, and by the Divine Blessing, I believe the destinies of our Country will harmonize with the highest aspirations of patriotism and Christianity.

## BALANCE SHEET OF THE EDUCATION DEPARTMENT FOR THE YEAR ENDING 31ST DECEMBER, 1861.

Names of the different Accounts.	Receipts.			Expenditure.		
	Balance 1st January, 1861.	Receipts during the year.	Total Receipts.	Balance 1st January, 1861.	Expenditure during the year.	Total Expenditure.
	\$	c.	\$	c.	\$	c.
1. Common School Grant.....	19,762	58	132,226	00	148,893	49
2. Poor School Fund.....	1,067	93	2,000	00	589	00
3. Roman Catholic Separate Schools.....	2,994	47	5,401	00	7,549	54
4. Grammar School Fund.....	7,721	34	31,851	00	40,385	00
5. Model Grammar School.....	.....	.....	22,125	17	8,842	14
6. Normal and Model Schools.....	.....	.....	25,512	26	16,404	82
7. Libraries, Maps and Apparatus.....	6,536	67	15,062	20	36,235	33
8. Superannuated Teachers.....	.....	.....	4,642	00	4,228	66
9. Journal of Education.....	1,462	79	1,878	15	2,195	66
10. Educational Museum and Library.....	.....	.....	16,100	65	1,676	16
11. Trust Funds.....	.....	.....	1,392	77	1,300	00
	38,545	78	258,191	20		
Balance on the 31st of December, 1861.....	.....	.....	297,736	98		
Totals.....	.....	.....	5,708	86	268,299	80
	.....	.....	303,445	84	303,445	84



## THE UPPER CANADA EDUCATIONAL SYSTEM.

The Commissioners of Public Schools in Baltimore (Maryland), having deputed Mr. J. N. McJilton, of that city, to attend certain Educational Conventions in the United States, he also made a visit to the Education Department of Upper Canada, and thus refers to his visit to Toronto, in Upper Canada, and his examination of its Normal School.

The establishment of a Normal School in connection with the System of Public Instruction, as pursued in Upper Canada, was considered by the Authorities, or Government, in the year 1836, but it was not until the year 1847 that the necessary arrangements were completed for opening the Institution. The School was commenced in the vacated Government House, Toronto, and conducted there until suitable Buildings were provided. The corner stone of the new Building was laid by the Earl of Elgin on the 2nd day of July, 1851. It was completed and the School removed into it on the 24th November, 1852. The grounds consist of seven acres and a half. They are architecturally laid out and divided into walks and grass plots, beautifully arranged and elegantly ornamented with trees, shrubbery and flowers. The location is in the heart of the City, three-fourths of a mile from the northern shore of Lake Ontario, on a site that overlooks the City, and the Lake as far as the eye can see. The site itself is an open square, bounded by Church street on the east, Gould street on the south, Victoria street on the west and Gerrard street on the north. The cost of the Grounds and Buildings as at first erected was \$100,000. An additional Building for the Model Grammar School was erected in 1858, fronting on Gerrard Street. The style of architecture is Roman Doric, surmounted by a Doric cupola 95 feet high. The Schools were removed into the new apartments on the 15th of May, 1858, leaving the old building for use of the Education Department and in the establishment of a School of Art and Design. The ground work of this school of Art and Design is laid upon an extensive scale. The apartments allotted to its use are spacious and convenient, and it already exhibits a fine display of works of art in sculpture, painting, etcetera. The Offices of the Chief Superintendent of Education in the Province and his Officers and Clerks are in the Building. Various articles used in Schools, such as Mathematical and other Apparatus, Globes, etcetera, are manufactured under the superintendence of the Department. Specimens are exhibited for inspection and sale in rooms appropriated to the purpose. The Books used in all the Public Schools are published under the same superintendence. They are kept for supply and sale in the Building. Orders for the Apparatus and Books, etcetera, are sent from all parts of Canada by the heads of both Public and Private Schools. Besides the supply of the Schools authorized officially by the Government a large and somewhat profitable trade is thus carried on. The object of the Department is not, however, to realize profit from its supplies, but merely to meet the expenses incurred in the manufacture of the articles and publication of the Books. The entire Institution, including all its departments of education, manufacture and publishing, is under the supervision of the Reverend Doctor Ryerson, Chief Superintendent of Public Instruction in Upper Canada. The general management of the Institution is committed to a Council of Public Instruction appointed by the Crown. Its immediate government is in the hands of the Chief Superintendent of Education.

### THE NORMAL SCHOOL.

The Normal School, as now conducted, consists of the Normal department proper, and Male and Female Model Schools. The Normal School proper is entitled the school of instruction; its Students are called Teachers-in-training. The plan of instruction is by lectures. The Students are instructed in the principles of education, and are taught

how to teach in the use of the best methods of communicating knowledge to the youthful mind. The age of admission ranges from sixteen to thirty years. Female Students are admitted at sixteen, Male Students at eighteen. The Sessions are semi-annual. the Winter Session commences on the 8th day of January, and closes on the 22nd of June. The Autumn Session commences on the 8th day of August, and closes on the 22nd of December. No Student is admitted without a Certificate of good moral character, dated within three months of the time of presentation, and signed by the Minister of the Religious Denomination to which the applicant belongs.

*Departments of Instruction.*—The departments of instruction are two. They are termed the junior and senior divisions. To be admitted into the junior division the applicants must read the English language fluently; parse any common sentence of prose composition according to any recognized authority; write legibly and correctly; give a definition of geography, and exhibit a general knowledge of the relative positions of the principal Countries of the globe with their Capitals; the Oceans, Seas, Rivers and Islands of the World. They must be acquainted with the fundamental rules of Arithmetic, common or vulgar Fractions, and simple proportion. Besides giving evidence of the above qualifications, the Candidates are required to sign a declaration of their intention to devote themselves to the profession of school-teaching, and state that their object in coming to the Normal School is the better to qualify themselves for the important duties of the profession. No charge is made for tuition, or books, and the sum of one dollar per week, payable at the end of the Session, is allowed them, provided that at the end of the first Session they shall be entitled upon examination to a First Class Provincial Certificate.

#### NORMAL SCHOOL LECTURES AND EXAMINATIONS.

Courses of Lectures are delivered in the two departments—junior and senior, by the Head and Second Master. Each Master has his department and lecture room. The examinations for entrance and advancement are rigid, and require considerable time. The periods allotted to each are as follows:—(1) Botany, time, 3 hours to answer 12 questions; (2) Education and Art of Teaching, one hour and a half, 16 questions; (3) Book-keeping, one hour and a half; (4) Composition—Themes are given, one hour and a half, 3 themes; (5) Algebra, one hour and a half; (6) Grammar, including Parsing, 3 hours; (7) Practical Arithmetic, three hours; (8) History—general English and Canadian, 3 hours; (9) Geography—general and Canadian, 3 hours; (10) Geometry, one hour and a half; (11) Mensuration and the Rudiments of Mechanics, one hour and a half.

Each of the two classes is separated into two divisions for convenience in instruction and examination. An examination upon the previous lecture always precedes the delivery of the succeeding one.

#### A DAY IN THE MODEL SCHOOL.

The Model School is divided into two departments, the male and the female. They are conducted on opposite sides of the building, with a hall between them, and entirely separated from each other as in the Normal department. They use different yards on different sides of the building. While the Normal School is called the School of Instruction by lecture, the Model School is called the School of Instruction by practice. The pupils of the Model School are taught and encouraged to give practical effect to the instruction they receive. Each School is divided into three classes, and each class is ordered to consist of fifty Pupils.

*Departments.*—The departments in which the School is conducted consist of a large Room for each of the sexes, with a Class-room and a Gallery for each; bonnet and hat



Rooms, and retiring Rooms, one on the male side for the Master, and one on the female side for the Mistress. The Galleries are Rooms furnished with seats, that rise one above another to a height of six or seven feet, so as to bring the heads of the children in the rear above those in front, that they may all be in full view of the Teacher. Explanations and Recitations in nearly all the studies are conducted in those Galleries. The recitations are altogether unlike those that are allowed after the lesson has been committed to memory by the Pupil. They are conversational in their character, and frequently produce considerable mental excitement in the Pupils. In their desire to excel, they become animated to a high degree, and exhibit in their countenances and actions the satisfaction they enjoy when they are able to answer the question propounded by the Teacher.

Several afternoons are devoted to calisthenics and gymnastics in the boys' department, and to calisthenics and needlework in the girls' department. The School is opened by reading a portion of the Scriptures, singing and prayer. There is a Library connected with the School, from which divisions II and III are allowed to take books on Friday afternoons.

The Galleries and Class-rooms on either side are numbered 1 and 2 and the divisions of the classes, seven in number, are taken into them at different periods, according to the arrangement of the schedule.

As I was admitted into all the rooms during recitation I had an opportunity of observing the manner in which the lessons in Spelling, Reading, Geography, Grammar and Arithmetic were conducted, besides the Object lessons in some of the studies.

*Spelling.*—In spelling, the word is given out by the Teacher in a distinct enunciation, and required to be written by the Pupils on slates. In some instances the word is spelled by the Teacher, and immediately followed by the imitation of the pupils. In the higher department of spelling, or rather in etymology, pupils are required to name Roots, with Prefixes, Affixes, etcetera. Reading lessons are conducted with close attention to Points, accent, emphasis, pauses, and with elocutionary expression, the Teacher frequently reading and requiring its imitation by the pupils.

*Reading.*—In reading, the voice of every child is distinctly heard by all the members of the class, who are engaged in watching closely for mistakes that they may have the credit of correcting them. The organs of the voice are trained for proper expression and clear enunciation. This is effected by constant practices, during which the corrections of the teacher are applied.

*Geography.*—Geography is taught principally in the use of the Map with a hemispherical block to represent the rotundity of the hemispheres. The equator, divisions of the zones, latitude and longitude are represented; and Countries, Cities, Towns, Capitals, Rivers, Mountains are pointed out, with descriptions in their physical character, and political and civil relations,—everything in fact in the geographical relations is communicated to the class, in familiar language, by the teacher, who in continual inquiries demands a repetition of his language by the pupils, together with answers to such original questions as may be suggested. Arithmetic, grammar and history, are taught in the same oral method, accompanied with exercises on the blackboard, and characteristic illustrations and explanations. Slates are freely used in nearly all the studies, upon which the pupils write their lessons, and work their questions in Arithmetic.

#### OBJECT LESSONS IN THE GIRLS' MODEL SCHOOL.

One of the most interesting events of the visit was an object lesson, by a class composed of little girls from six to ten years of age. Having heard of the perfection

to which these lessons had been advanced in the model school I was desirous of witnessing the exercise. The teacher readily complied with the request, and desired that I should make choice of the subject. As there was a large number of pictures representing the various departments of school study placed in grooves against the walls entirely surrounding the room, I asked if the exercises should be conducted in Natural History. The question was answered affirmatively, and a picture chosen upon which a camel and a cow were represented. Questions were asked relating to the class of animals to which the camel belongs, the character and habits of those animals; in what they are alike, in what unlike; the peculiarities of the cow and its uses; those of the camel, and the countries in which it lives. The little pupils described, with surprising accuracy, the qualities that adapted the camel to the climate and conditions of the countries it inhabits, its use in bearing burdens and in crossing the deserts, the peculiarities of its stomach, in the cells of which the animal carries water sufficient for a supply for several days, the adaption of the cushion-like arrangement of its foot to the sand or dust of the desert. The answers were generally promptly given, and if there was any hesitation in the class it was removed by the encouraging voice and manner of the teacher.

#### LESSON IN HISTORY, GIRLS' MODEL SCHOOL.

The recitation of the class in history was so perfect, that I was induced to ask the Teacher what text-book she used. "I have no text-book," was the reply. "I mean," said I, "the text-book you use in the preparation for the lesson." She answered, that she used all the books on History that she could procure in preparing herself for the conversational lecture, in which she communicated the facts and their relations to the pupils. The whole system of the school seemed to me to be a sort of conversational story telling process, in which the minds of the hearers were kept in continual excitement, and the interest prolonged by their being made parties in the free interchange of thought.

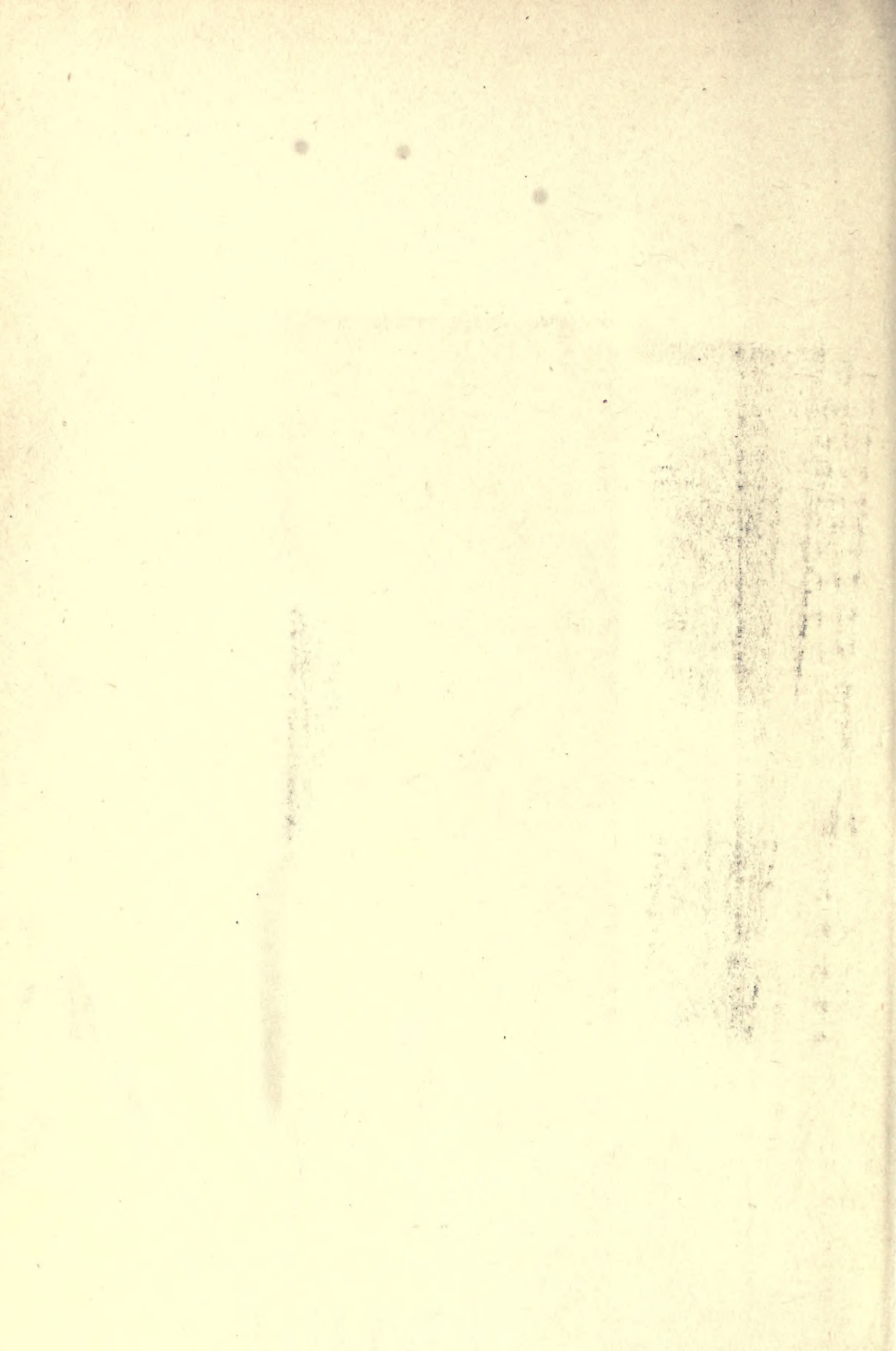
I was not only pleased but very much profited by my examination of the educational process as pursued in the School; so much so, that the desire by which I was impelled to the first visit has been very much quickened for a second and more prolonged inspection. The interest of the occasion was not limited to the School-rooms. There is much to please and excite in the other departments of the Institution. The Museum, with its specimens of Sculpture, Paintings, etcetera; the gallery, with its models of various character; the School of Art and Design; the Library; all presented attractions, and afforded the means of study of the most pleasing and improving nature.











*Hodgins* *25.206* *Educ.*  
Author *Smith, Edwin* *H.*  
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